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ABSTRACT

During 1974-76 the campus of the State University of New York at Albany engaged in an elaborate decision-making process that resulted in the phasing out of some academic programs and the loss of many faculty and staff. To comply with externally mandated budget reductions the university found it necessary to set priorities among its programs and to discontinue its across-the-board program development by focusing its resources on areas of quality, need, and opportunity. Here the events that made those decisions necessary, the consultative process used, and the rationale for the negative determinations on each program are presented. (MSE)

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CAMPUS PRIORITIES AND RESOURCES

THE DECISION-MAKING PROCESS AT THE STATE UNIVERSITY AT ALBANY 1975 and 1976

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September 23, 1977

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PREFACE

During 1974-75 and 1975-76 the campus of the State University of New York at Albany engaged in an elaborate decision-making process which resulted in the phasing out of some academic programs and the retrenchment of many faculty and staff. In order to comply with externally mandated budget reductions, the campus found it necessary to set priorities among its programs and to discontinue its across-the-board program development by focusing its resources on areas of quality, need, and opportunity. This difficult task was accomplished in two stages, one in 1975 under President Louis T. Benezet, the other in 1976 under President Emmett B. Fields.

The programmatic decisions in those two years were products of two special faculty/student committees: The Select Committee on Academic Program Priorities in 1975 and the Task Force on Priorities and Resources in 1976. This document summarizes the events which made those difficult decisions necessary, describes the consultative process which was utilized, and presents the rationale for the negative determinations on each program. To assure its authenticity, much of the discussion which follows is drawn directly from the Select Committee and Task Force Reports, from memoranda by relevant governance bodies, and from official administrative files. It is hoped that this analysis will promote understanding by all parties.

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SUMMARY OF EVENTS
LEADING TO THE ESTABLISHMENT OF THE
SELECT COMMITTEE AND TASK FORCE

In 1962 Albany was designated as one of four university centers to be developed within the SUNY system. We then had an enrollment of 3,800 students and a curriculum concentrated upon undergraduate preparation of public school teachers and graduate programs for persons associated with public education. We were encouraged to become a comprehensive university, emphasizing liberal education and graduate study to the doctorate in virtually every program. During the early Sixties a new campus was built for a student body of 10,000; it was hardly finished when SUNY's 1968 Master Plan was unveiled and we were targeted for growth by 1975 to 17,500 full-time-equivalent students, accompanied by a doubling of our physical plant.

In 1970 the campus was still defining its future in terms of the 1968 Master Plan. The plan envisioned a major expansion of academic facilities and anticipated about 15,500 FTE students by 1975 and a faculty of 1,400. Albany was projected to have about 40% of its enrollment at the graduate level with over 6,000 graduate students. The 1968 Master Plan also included a schedule for adding doctoral programs; a total of 45 was to be reached by 1975.

Then the environment shifted abruptly with the standstill budget period of 1970-75. The period began unexpectedly at the end of the Sixties when the first phase of capital expansion was deferred in several successive budget cycles.

Beginning in 1970 the assumptions of growing resources changed, and Albany experienced several years of growing enrollments and steady-state resources, leading to the eventual designation of Albany as a "mature" campus. (This characterization within SUNY proved to be based more on capital construction than upon enrollment demand or academic program development.) At Albany, as enrollment increased by 15% from 1970 to 1975, the number of faculty actually decreased.

During the period from 1970 to 1972 the steady state budgets were viewed as a temporary delay in meeting the commitments and goals targeted in the 1968 Master Plan. Indeed, in 1970 we were asked for preliminary enrollment estimates to 1980 that continued the upward climb. But the third denial of capital construction was the deciding factor in our conclusion that our lofty dreams were not about to be met. This realization came on the eve of requests for input to the 1972 Master Plan. We decided then that while some growth was possible, we should be anticipating a plateau more consistent with our existing capital plans and more sensitive to future enrollment pools. The result was that in the 1972 Master Plan we suggested that our 1980 target be reduced from 17,500 to 14,000 full-time-equivalent students, with no appreciable growth beyond that level.

Our enrollment level in 1972 was approximately 12,000 students, so our projection anticipated some growth. But more importantly, the new projection recognized (however dimly) external realities, and it acknowledged explicitly that there would be a time in the foreseeable future when there would be no more growth. That was a critical planning decision.

Another important development occurred in 1970 when the campus began reviews of each of its graduate programs. A systematic evaluation procedure was instituted under the direction of the Graduate Academic Council and a few of the early evaluations confirmed our suspicion that several graduate programs were only partially developed and needed several years and more resources to achieve our ambitions for them. This reality was made even more clear by the State Education Department which began its doctoral project (as recommended by the Fleming Commission) by assessing Ph.D. programs across the State in History and Chemistry. In 1974 the SUNYA Chemistry program was given provisional acceptance to be reviewed again in three years and the History Ph.D. was ordered terminated by Commissioner Nyquist.

Early in 1974 Dr. Louis Benezet announced his intent to step down as President at the end of 1974-75. The search for his successor began in August, 1974, and the campus began preparing for a new President.

In the Fall of 1974, then, several factors focused campus attention on the need for a rigorous assessment of its programs and priority setting among them:

1. It became clear that the enrollments and resources projected in the 1968 and 1972 Master Plans were not going to be realized.

2. The State's fiscal condition was worsening and preliminary signs in Albany were that budget cuts were in store for 1975-76. The campus needed to prepare to respond constructively.

3. Individual program reviews indicated that several graduate programs needed additional development and resources. Campus resources were spread too thinly to offer a full range of graduate and undergraduate programs of high quality.

4. The budgetary erosion of the early Seventies (enrollment increased 15% and faculty decreased 1½%) had bankrupted the even-handed, "across-the-board dribble" approach to resource allocation. The campus needed to make hard choices among its programs. As noted by the Carnegie Foundation, "reallocation is the main source of flexibility when income growth ends."

5. The resignation of President Benezet set in motion a year of transition. President Benezet wanted the campus to prepare for his successor by assessing the University's status and developing options for the future.

With this as background, the President and Vice President for Academic Affairs began a series of discussions with the Deans and with faculty governance bodies about the need for a priority-setting process which would include various

campus constituencies. The Senate Executive Committee and the Educational Policy Council recommended that an Ad Hoc Priorities Committee be established and encompass a variety of campus perspectives and constituencies, and that the faculty members serving on such a committee be respected for their scholarship and fair-mindedness.

The Select Committee on Academic Program Priorities was appointed by President Louis T. Benezet on January 8, 1975, to assess the present and future status of graduate and undergraduate programs of the State University of New York at Albany, and to recommend priorities in light of the increasing constraints posed by state budgets for higher education. The Select Committee consisted of ten faculty members, one graduate student, and one undergraduate student. Its membership encompassed a wide variety of perspectives. At least two members were drawn from each of the divisions of the College of Arts and Sciences; three represented professional schools; two Committee members also served on the Graduate Academic Council, while two others served on the Educational Policy Council.

President Benezet's charge to the Committee was:

1. to review the evidence, appraising mission, performance, promise, and future requirements, in all SUNY-Albany fields offering graduate degrees;

2. to review the range and accomplishment of present commitments to undergraduate programs, whether discipline-centered, multi- and interdisciplinary, or specialized;

3. to include some measure of student assessment within each field and program;

4. to prepare a report by May 15, 1975, recommending priorities for the future of Albany's academic programs, assuming continued steady state resources or, at the most, limited additional resources for those programs in the best position to make use of them.

THE WORK OF THE SELECT COMMITTEE

The Select Committee was convened by President Benezet for an organizational meeting on January 24, 1975. At that time, he outlined the nature of the Committee's task and issued guidelines under which it was asked to operate:

1. Albany's mission, as stated explicitly in the 1968 Master Plan, and more generally in the 1972 Master Plan, commits it to a full range of graduate and undergraduate instructional programs, to research and to public service. We need to know more clearly the resources for and cost requirements of each of these so that they do not continually drain from each other.

2. Certain special missions have been given us, sometimes with their own funding (EOP, EOC), but often as a general expectation of University outlays (cultural events; public use of the Library; information and reference service to special groups, e.g., the State Legislature). Continuing education is in a transitional zone; there are some signs of an incomes policy for SUNY as a whole which might include credit courses.

3. There is no clear prospect of a more heavily weighted ratio for the cost of graduate instruction, especially for advanced doctoral students. This presents SUNY-Albany with a continuing challenge: how to give first-class undergraduate instruction while maintaining the forward thrust of graduate and research functions.

4. Doctoral programs in large numbers were started during the late '60s with the expectation that enrollment growth and State funding would continue to sustain development in each program. The current climate requires us to make hard choices among those programs which are to be advanced, those which are to be held to a minimum, and those which may have to be discontinued at the doctoral level.

5. Nothing in the foregoing should restrain us from proposing new doctorates in innovative programs which can capture the growing strength of certain areas, or can fruitfully combine single disciplines into multi-disciplinary or interdisciplinary doctoral programs, as the Fleming Commission report recommended for newer universities in the State.

6. The discussion of the Select Committee should be unfettered, with everything declared fair game; confidentiality may be appropriate as a general rule, but periodic progress reports should be made available to the campus community, via channels to be agreed upon.

7. The Vice President for Academic Affairs will be a member ex officio of the Committee without vote.

8. Recommendations of the Select Committee to the President can be as specific and explicit as the Committee shall decide. The report will be made directly to the President. It will be his responsibility to determine how the substance of the report should be transmitted to the University community.

9. Actions to implement recommendations of the Select Committee should be taken only after due consultation with the organs of governance, specifically the Educational Policy Council, the Graduate and Undergraduate Academic Councils, and the Executive Committee of the Senate, as well as the University Council of SUNY-Albany. The President will be prepared to call such bodies into extraordinary sessions between May 15 and Commencement, in order that the fruits of the Select Committee's work not be dissipated during a long summer.

10. Finally, the incoming President must of course be accorded the option which inheres in his office to review recommendations and actions that have been prepared for implementation. The President-Elect will therefore be advised as early as possible of the deliberations of the Select Committee on Academic Program Priorities.

The Select Committee met on January 27, 1975, at which time a chairperson was elected and the dimensions of the Committee's work -- the review of 62 programs, 32 of which offered the doctoral degree -- were discussed. On Monday, February 3, the Committee adopted a work plan to govern its activities over the next three months. During those months, each Committee member on the average spent more than 80 hours in plenary or sub-group meetings of the Committee. Many more hours were spent in preparing and writing Committee documents, meeting with departmental personnel, and studying voluminous written materials on SUNY-Albany programs and departments, together with information on trends in higher education in New York and the nation.

The Committee decided in its work plan to give initial attention to the review of doctoral programs. Master's and undergraduate programs were reviewed subsequently. Doctoral programs received priority because of their complexity, their prominence on this campus, and the immediate need to evaluate and assign priorities to these programs in view of the concern expressed about them by the President and by educational administrators in the State Education Department. Further, materials on doctoral programs were readily available because of the system, wisely adopted by the Graduate Academic Council, of reviewing all doctoral programs on this campus every five years, including the use of outside evaluators. Thus the Select Committee in most instances could consult a report made by a team of external reviewers, as well as the results of the deliberations of the Graduate Academic Council, in its review of doctoral programs. In some cases such reports were also available on Master's programs. Reviews of some Master's programs were postponed for a few weeks to enable the Committee to establish and implement a suitable data-gathering process for those programs.

In view of the extraordinary time constraints under which the Committee was required to operate, its work at all levels chiefly depended on a review of program assessments by external evaluators and accrediting agencies; annual reports and statistical data, available from individual departments and schools, and reports from the Offices of Graduate and Undergraduate Studies and the Office of Institutional Research. All program heads were asked to submit

materials that might provide additional information, such as recent faculty vitae, statements on program strengths and weaknesses, placement records, innovative approaches, manpower trends, and comparative information about the programs in SUNY and the State. Chairpersons and program heads responded with a substantial amount of information which was of great assistance to the Committee. In addition to the written material, interviews with program personnel were conducted whenever information necessary to the Committee's deliberations was felt to be insufficient or incomplete.

Throughout its work, the Committee was keenly aware of the limitations of a process which required the gathering and assessment of data about relatively complicated and subtle issues within a period of 90 days. Consequently, the Committee agreed that it would make recommendations only to the extent that data were available to warrant such recommendations. The Committee sought to be particularly sensitive to those programs which, after preliminary review, seemed to be likely candidates for specific recommendations, but for which not enough information existed to warrant a recommendation. In these instances, the Committee made conscientious efforts to secure additional facts through interviews or by securing further written data.

The work of the Select Committee was divided into three phases, each of which took approximately one month to complete. The first, an information-gathering phase, was designed to increase the Committee's knowledge and understanding of the programs on the SUNY-Albany campus. To this end, subcommittees were assigned responsibility for collating information on a particular set of programs and for preparing a descriptive summary on each. These summaries were subsequently put together in program information packets, together with such data as Graduate Academic Council reviews, outside evaluations, and statistical information prepared by the Office of Institutional Research. These program information packets were an important means of providing initial data on all programs to Committee members and were used extensively in Committee deliberations. Program information packets were supplemented with additional relevant material as it became available.

Efforts to secure information continued throughout the tenure of the Committee; however, after the initial data-gathering phase, the Committee turned its attention chiefly to the task of assessing the quality of programs. The Committee, during the evaluation process, carefully avoided the question of priorities, and tried not to give weight to such variables as demand or the centrality of a given program to the academic needs of the campus. Such factors were considered during the last phase of the Committee's work; in this second phase, primary emphasis was placed on the quality of programs. For this purpose, the Committee was divided into two six-person teams. Each team had the responsibility of carefully reviewing and producing a set of numerical ratings for each of the programs assigned to it. This was a lengthy process which involved hours of discussion. Each team member was responsible for independently rating every program. These ratings were shared with the whole team. Further discussions took place and final ratings were made. Subsequently, the ratings of each team were shared with the other and adjustments were made in those few instances in which disagreements existed.

The Select Committee had several years worth of data at its disposal. Table 1 illustrates the kind of statistical data which was available on most departments, schools, and programs. As will be noted, five-year trends were

TABLE 1

SUNY-Albany
Office of Institutional Research — 1970-71 THROUGH 1974-75 — PROGRAM INDICES — Unit: Department X

FACULTY DATA	1970-71 Full-time	1970-71 Part-time	1971-72 Full-time	1971-72 Part-time	1972-73 Full-time	1972-73 Part-time	1973-74 Full-time	1973-74 Part-time	1974-75 Full-time	1974-75 Part-time
HEAD COUNT: TENURE	23	0	28	0	27	0	27	0	28	0
NON-TENURE In Tenure Stream	13	0	14	0	15	0	13	0	13	0
Not in Tenure Stream	3	0(2)	2	0(17)	0	0(5)	2	1(5)	1	2(3)
Total Head Count	39	0(2)	44	0(17)	42	0(5)	42	1(5)	42	2(3)
FULL-TIME EQUIVALENT INSTRUCTIONAL VALUE:	38.75		43.27		40.01		42.93		40.91	
FACULTY COST OF FTE VALUE: Tenure	$ 437,834		$ 485,292		$ 511,394		$ 560,278		$	
Non-Tenure	160,788		244,972		195,866		227,805			
Total	$ 598,622		$ 730,254		$ 707,260		$ 788,083		$ 827.165	

STUDENT DATA	1970-71 Total	Lower Div.	Upper Div.	Grad.	1971-72 Total	Lower Div.	Upper Div.	Grad.	1972-73 Total	Lower Div.	Upper Div.	Grad.	1973-74 Total	Lower Div.	Upper Div.	Grad.	1974-75 Total	Lower Div.	Upper Div.	Gra
DEPARTMENT MAJORS (Data by level of Student)																				
Head Count:	(284) 396	(284) 72	286	38	(246) 472	(246) 106	326	40	(175) 502	(175) 136	317	49	(211) 449	(211) 108	299	42	(181) 370	(181) 48	292	
FTE Value: In Department													34	29	29	95	34	31	32	
Enrolled Elsewhere													66	71	71	5	66	69	68	
Total													100	100	100	100	100	100	100	
DEPARTMENTAL ENROLLMENTS (Data by level of Course):																				
Total Enrollments	2455	1714	695	• 46	2713	1822	831	• 60	2852	1924	865	• 63	3147	2317	737	• 93	2805	2023	716	•
Average Section Size	31.9	37.3	27.8	• 7.7	29.8	37.9	25.1	• 6.0	30.6	34.9	27.9	• 9.0	33.8	43.7	24.5	• 9.3	30.1	40.4	23.0	•
Total Faculty Contact Hrs	----------		NA		----------		NA		314	166	115	• 33	293	158	93	• 42	294	173	89	•
Total Student Credit Hrs	8570	6144	2124	242	9239	6379	2532	328	9675	6623	2666	386	10843	8151	2224	468	9715	7229	2162	
Of Dept.s Majors													21	5	65	78	19	3	67	
Of other Students													79	95	35	22	81	97	33	
Total	577.0	409.6	142.3	25.1	622.4	425.3	168.8	28.3	651.9	441.5	177.7	32.7	732.1	543.4	148.3	40.4	654.3	481.9	144.1	25.

DEPARTMENTAL ACTIVITY	1970-71	1971-72	1972-73	1973-74	1974-75
DEGREES AND CERTIFICATES AWARDED: Bachelors	125	151	187	159	
Masters	14	12	7	9	
Univ. Certif.s	0	0	0	0	
Doctoral	0	2	1	6	
Total	139	165	195	174	
FACULTY WORKLOAD Average Weekly Contact Hrs.	NA	NA	7.85	6.83	7.18
Average Weekly Credit Hours	7.7	8.3	7.4	8.1	
FACTULY/STUDENT RATIO: 1 :	14.9	14.38	16.29	17.05	15.99
RATIO: Credits Completed / Credits Enrolled	NA	85%	81%	80%	82%
COST OF INSTRUCTION: Credits Enrolled	$ 34.92	$ 41.98	$ 40.28	$ 41.21	$ 42.57
Credits Completed	$ NA	$ 49.23	$ 49.22	$ 49.90	$ 52.13

• Data concerning graduate sectional loads, and contact hours includes enrollments of advanced doctoral students.

available for most departments and programs. The most recent data typically available to the Committee was applicable to the Fall 1974 semester (enrollment, section size, number of faculty, cost, student/faculty ratios, faculty contact hours, etc.). In some isolated cases, Spring 1975 data were secured when it seemed necessary. Most of the degrees awarded data pertained to the academic years ending each June; an exception was that doctoral degree data included all doctorates awarded through December 1974.

The qualitative judgments were supported in most cases by a large reservoir of external consultants' reports, evaluating the academic programs at Albany. Beginning in 1970, the campus' Graduate Academic Council adopted procedures calling for the evaluation of every graduate program on a five-year cycle. These procedures included (1) the submission of a self-study document; (2) the selection of external consultants; (3) a site visit and written assessment by the consultants; (4) an analysis of the program by the Graduate Academic Council and its faculty review committee and their recommendations to the Vice President for Academic Affairs and the President. Similar procedures were mandated by SUNY for all campuses in 1972, and in 1973 the Regent's "Fleming Commission" recommended the state-wide review of all doctoral programs under the sponsorship of the State Education Department.

Figure 1 on page 18 shows that these program evaluations and an array of other relevant materials were assembled and analyzed by the Select Committee early in its deliberations.

After discussions with the campus groups described earlier, a review of studies conducted at other universities, and discussions among the members of the Select Committee, six criteria were chosen as the basis for priority decisions for each program. These criteria were:

1. Quality and Effectiveness of Program
2. External and Internal Demand
3. Present Costs and Costs for Improvement
4. Leadership and Capacity for Growth
5. Academic Centrality
6. Relationship to SUNY System and Regional Needs

1. Quality and Effectiveness -- Judging the quality of any academic program is a complex business. Not only do a large number of factors determine quality, but the factors need to be given different weights depending upon the nature of the program. The quality of classroom teaching, for example, should presumably receive more weight in evaluating an undergraduate program. Although faculty research productivity is important in an undergraduate program, it is of much greater concern on the graduate level. Additionally, the Committee expected different kinds of scholarly publications from a Ph.D. granting department than from one granting the master or bachelor degrees only.

To evaluate program quality the Committee, drawing from a variety of evaluation sources, constructed a rating scale shown in Table 2. Readers of this report should constantly bear in mind that the Committee generally did not compare or rate programs against each other. To the extent it was able to do so, each program was evaluated in terms of its own field and its quality was compared to similar programs on other campuses. For example, the

TABLE 2

QUALITY RATING SCALE

I. Faculty

A. Scholarly publication and research.
B. External visibility: peer judgment and recognition; honors and awards; national activity; external funding for faculty research.
C. Calibre of teaching, advisement, and graduate student supervision; sufficient "graduate" faculty qualified to direct doctoral dissertations.
D. Internal visibility: initiative and success in seeking SUNY grants etc.; peer and student perception of faculty.
E. Leadership and departmental cohesion, morale and cooperation.

Strong faculty which compares favorably with others in SUNY and nation.		Adequate faculty quality which needs improvement.		Inadequate faculty quality.
1	2	3	4	5

II. Graduate Students

A. Selectivity of admissions criteria.
B. Quality of students based on test scores, grade averages, honors and awards, "special" talents, publications.
C. Support: initiative and success in securing student support.
D. Calibre of research and dissertations.
E. Success in placement.

Strong students who compare favorably with others in SUNY and nation.		Adequate student quality which needs improvement.		Inadequate student quality.
1	2	3	4	5

III. Program

A. Clarity and validity of program goals.
B. Breadth of field coverage.
C. Innovative features.
D. Complementarity with other programs.
E. Adequacy of facilities e.g., library, research equipment etc.
F. Success in securing external support for program.
G. Uniqueness from other programs within New York State.

Strong program which compares favorably with others in SUNY and and nation.		Adequate program quality which needs improvement.		Inadequate program quality.
1	2	3	4	5

IV. Total Department/School Quality

Strong Department which compares favorably with others in SUNY and the nation.		Adequate Department which needs improvement.		Inadequate Department Quality
1	2	3	4	5

V. What resources are needed to give this graduate program the potential of receiving a number one rating?

Faculty:

Assistantships/Fellowships:

Clerical:

quality of the Ph.D. in biology was judged against other biology programs across the country and not by comparison to a Ph.D. program in mathematics or history. To make such judgments, the Committee was greatly assisted by the external evaluators' reports. Where such reports did not exist, each Committee member depended more upon his or her own judgment based upon the other information available.

The Committee members' collective ratings resulted in a quality scale score for each program. Recognizing the danger in placing too much emphasis on relatively narrow differences among rather crude scores, the programs were then placed into groups which corresponded to natural clusters of scores. Doctoral programs fell into five clusters which after discussion were regrouped into three (compares favorably, adequate but with some weaknesses, compares unfavorably). Master's programs fit into three general groups (strong, adequate, weak) which were then collapsed into two (acceptable, deficient), and non-graduate academic units were placed in one of two categories (acceptable or deficient). It was never intended by the Committee that these ratings be used as a means of giving a simple "grade" to each program. The issues are too complex for that kind of exercise. The ratings did permit a systematic and uniform means by which each program was assessed and provided one useful point of reference during the Committee's discussion of programs, in their full context, at the time of priority setting.

2. Demand -- Demand or need for a program derives from a variety of sources. The following statement from the Fleming Commission summarized very well the perspective of the Select Committee:

> "Within the context of this Report, 'need for programs' has several connotations. It includes the need to sustain the expansion and transmission of knowledge in even the most esoteric fields; the need to produce skilled manpower for employment in industry, education, government, or other sectors; the need to develop understanding and methodologies that may be used to deal with societal problems; and the need for new forms and types of programs in doctoral education. The evaluative procedure should give weight to these several aspects of need according to the special character of each discipline. Assessments of need should be made on regional, statewide, and national bases, again according to the special character of each discipline."

The demand or need for each program was assessed from four perspectives: applications received, internal service, manpower projections, and placement of graduates. This type of analysis was particularly stressed with graduate level departments and programs.

External demand for a graduate program was measured by the number of master's and doctoral applications received for a two-year period, and each academic unit was classified high, medium, or low external demand. Internal service was defined as the number and percent of graduate course enrollments by students from other departments. For example, a master's student in German who takes a European history course raises the history department's internal service. The data for Fall 1974 were used to classify departments

as high, medium, or low internal service. Information about undergraduate programs was secured directly from the statistical program indices described above. In special cases additional data on student demand was secured from the Office of Undergraduate Studies.

The Committee had access to a variety of data about the demand for trained personnel in a number of disciplines. Some data were supplied by departments and some were available in publications. Both as an indicator of quality and of demand, placement information was also considered by the Select Committee. The first and usually the current employment of virtually every doctoral degree recipient was available. Less information was available for master's degree recipients, although several departments' reports were relatively complete. Very spotty data were available for bachelor's degree graduates.

3. Present Costs and Costs for Improvement -- Data on the present costs for each program were obtained from the Office of Institutional Research and included specific information of the following type:

a) Total departmental budget.
b) Total FTE faculty salaries.
c) Cost of instruction based on the number of credits enrolled and completed.

Information was also provided on external funding, faculty grants and student assistantships and fellowships.

Resource indices were prepared for each program, each of the divisions of the College of Arts and Sciences, and each professional school. Thus, the Committee was able to review the proportion of resources allocated to each department or program within the parent division or school and to gain a comprehensive and comparative view of the instructional budget of the University. Finally, as it reviewed each program, the Committee tried to lay out in very specific terms what resources would be required to advance programs, which were judged deficient, to an acceptable level of quality.

4. Leadership and Capacity for Growth -- A point which became increasingly clear to the Select Committee as it moved through its evaluation process was that simply providing additional resources would not necessarily insure that a deficient program would improve its quality. Effective leadership, program coherence and the awareness of what constitutes quality and how to obtain it are as crucial in improving a program as are resources. The Select Committee attempted to gauge this dimension and consider it in weighing questions of priority.

5. Academic Centrality -- Academic centrality was another criteria adopted by the Select Committee to be considered with the others. Obviously, a good deal of subjectivity was involved in these judgments, but the Select Committee thought it important to make explicit the fact that deliberations regarding the degree to which a program should receive priority consideration were influenced by the belief that certain basic and traditional disciplines should be maintained and supported. Though this is not by any means a governing factor, the Committee gave some weight to programs which were highly related to other disciplines or regarded as "core" areas, especially for the Ph.D. degree.

6. Relationship to SUNY System and Regional Needs -- The Select Committee obtained comparative data from SUNY Central Administration on the other three university centers relevant to its review of programs on this campus. Included was information pertaining to the quality of the graduate programs offered at each of the other centers, statistics on enrollment, faculty/student ratios, number of degrees awarded, and internal and external support. All of these data were examined in relation to similar information on SUNY-Albany. While the Committee sympathizes with Central Administration's views on unnecessary duplication of programs, the other criteria discussed above make a clear case for the support of programs exhibiting quality and academic centrality.

The Select Committee was similarly mindful of the needs of the region in which SUNY-Albany is located. When appropriate information was secured on the availability of higher educational opportunities in various departments, consideration of the input of the transfer flow from community colleges was also weighed.

Obviously, not all of these criteria were relevant to each program and the Committee had to balance the relative importance of each in making its judgments. The one exception was the criterion of quality -- that remained constant and each program was in turn tested against it.

The final phase of the Committee's work -- priority setting -- began during the Easter recess in the first week of April. The Select Committee met for three and a half days to decide on which programs it would make specific recommendations and the nature of those recommendations. Every academic program was discussed by the full Committee during these sessions and tentative decisions were made. Draftpersons were assigned the task of writing up the views of the total Committee on groups of programs. They subsequently met with sub-committees to review these drafts and to check them for any discrepancies or additional information which was needed. The drafts were then submitted to the entire Committee for discussion. The final form of each draft was agreed upon after debate by the full Committee. Final drafts were prepared and recirculated to all Committee members.

Early in its deliberations, the Committee recognized the difficulties inherent in a situation where members were asked to rate their own and other programs. It frankly discussed the problems of conflicts of interest which could arise and took as many steps as it could to minimize them. The Committee was concerned that the academic programs of the persons represented on the Committee should not be favored; on the other hand, several Committee members were drawn from departments of unquestioned quality, and those units should not be penalized simply because these members had been asked to serve on the Select Committee. Among the steps taken to confront the conflict-of-interest issue were the following: no member was permitted to write descriptive summaries on his or her own program, no members drafted final documents on his or her own school or division, no member voted on evaluations of his or her program or on the priorities for his or her program. The Committee dealt as constructively and openly as it could with these areas of potential conflict, and believes it succeeded in minimizing their effect on the Committee's report.

The work of the Select Committee and the decision-making process which followed are illustrated in Figure 1 on Page 18. When the Select Committee began its work, it did so under an assumption of "steady-state" financing for the campus. There were signs of financial stress, but nothing more dramatic than increasing competition and the unlikelihood of new resources. During the course of the Committee's deliberations, however, a series of negative budgetary decisions revealed that the Committee's steady-state assumptions were too optimistic and that retrenchment would be required. This news was as distasteful to President Benezet as it was to the Committee. Even when some funds were restored in the middle of the summer, it only meant that retrenchments would be fewer instead of greater.

SUMMARY OF SELECT COMMITTEE FINDINGS

The Select Committee recommended no change in the academic status of approximately 80% of the programs on this campus. The Committee found these programs to be in the main soundly conceived and administered. A number are clearly superior and several are nationally distinguished.

The Select Committee also identified a limited number of programs which it believed (in the light of criteria adopted by the Committee) should be reduced in status. Thus, it recommended the phasing out, by termination or suspension, of six doctoral programs (including Astronomy and Business Education), three programs at the master's level (including Art History), and three at the undergraduate level (including the Allen Collegiate Center). In several other instances, the Committee identified a need for further study and suggested that subsequent reviews of some programs be undertaken (including Speech Pathology and Nursing).

As for the allocation of resources, the Committee sought to specify areas where resources could be saved. Some of its decisions about resources followed logically on decisions about program status; others stemmed from the study of particular programs for which no change of status was recommended, but did not appear to require the degree of resources presently budgeted. The Committee also recommended that five programs be given a high priority for increased resources.

The Select Committee then represented a distinct break with the past in two significant respects. First, it publicly recognized and acknowledged that the campus could not adequately fulfill all its missions as previously defined -- it could not do everything at once and do it well. Horizontal program development on all levels was no longer possible and the campus had to be more selective in its goals and programs. Secondly, it broke with the tradition of sequential decisions about program development and resource allocation. Decisions were simultaneous instead of sequential; no recommendations were made final prior to examination of the whole University.

This laid a substantial foundation for the work of the Task Force in January and February of 1976.

REVIEW OF THE SELECT COMMITTEE"S WORK

President Benezet received the Select Committee Report on May 15, 1975, and arranged for its immediate distribution to academic units and relevant governance bodies according to the schedule illustrated in Figure 1.

The recommendations of the Select Committee's Report of May 15 were given out on May 19, first to the respective departments and schools insofar as recommendations pertained to them. The entire Report was made available to each academic dean. One week later, after department and school responses had been received, three Councils of the Senate were asked to deliberate on those portions of the recommendations and responses appropriate for their respective jurisdictions: the Graduate Academic Council, the Undergraduate Academic Council, and the Educational Policy Council. A culminating series of meetings was held by an Ad Hoc Senate Consultation Committee, appointed by the Executive Committee of the Senate and consisting of academic faculty, non-teaching professionals, and students.

The ensuing conclusions were then discussed at length between the outgoing President and the incoming President, Dr. Emmett Fields. The entire process of response, consideration, consultation, and deliberation occupied one month between the receipt of the Select Committee Report and June 16. It is a fact of importance that the Select Committee's recommendations received remarkably consistent support throughout the consultation process from each of the governance bodies.

Graduate Academic Council

With the full range of materials and responses at its disposal, the Graduate Academic Council reviewed the Select Committee's report and recommendations for the graduate programs in Art History, Political Economy, Sociology, Astronomy, Library and Information Sciences, Business Education, and Instruction. At a final meeting which also included ten members of the 1975-76 GAC as participants in the discussions, the 1974-75 GAC (still the official body) took the following actions:

1. Voted (8 yes, 1 no, 1 abstention) to approve the Select Committee's recommendation concerning the M.A. program in Art History.

2. Voted (unanimously) to approve the Select Committee's recommendation concerning the M.A. and Ph.D. programs in Political Economy.

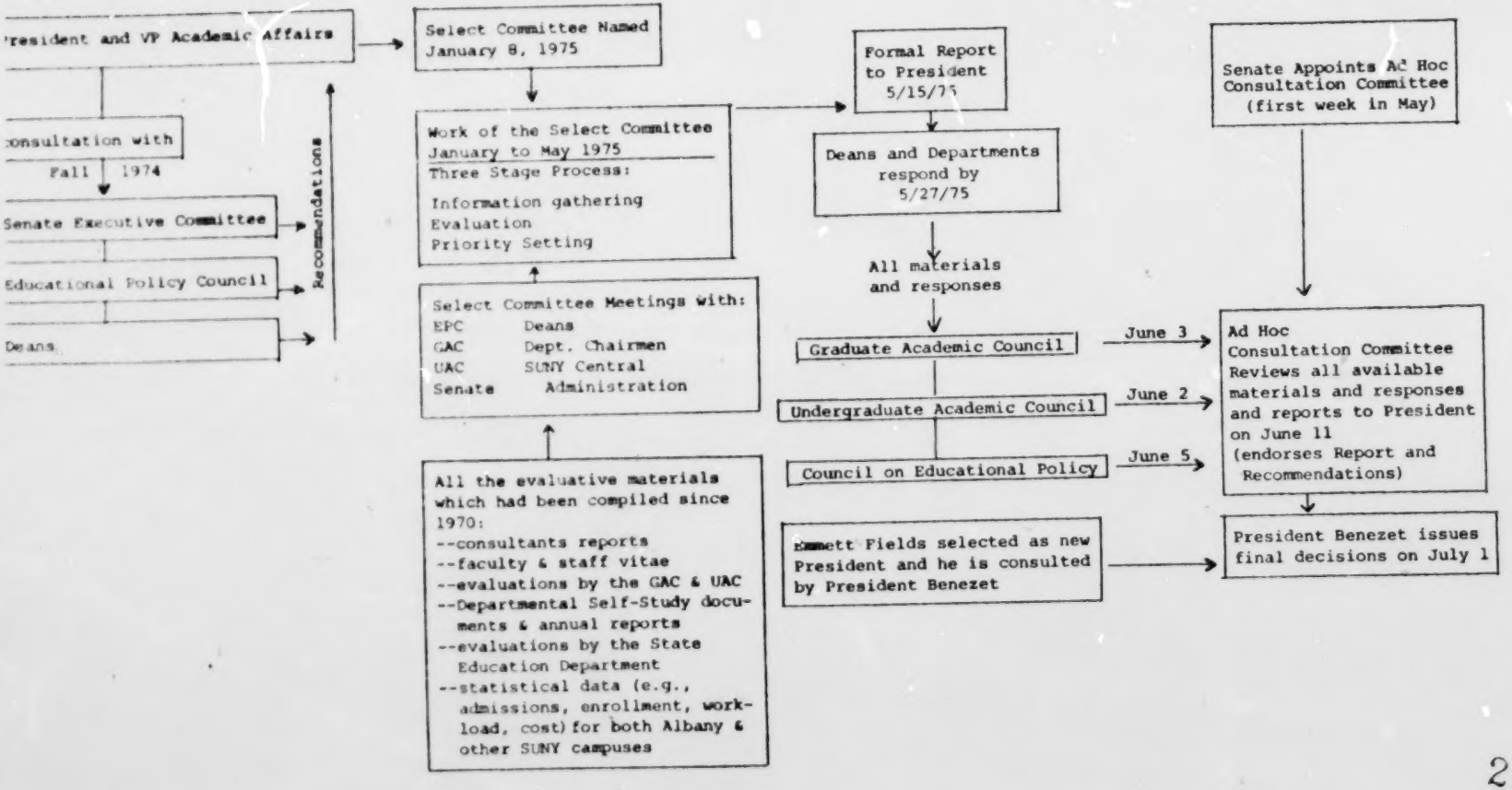
3. Voted (unanimously) to approve the Select Committee's recommendation concerning the Ph.D. program in Sociology.

4. Voted (unanimously) to approve the Select Committee's recommendation concerning the Ph.D. and M.A. programs in Astronomy.

5. Voted (unanimously) to approve the Select Committee's recommendation concerning the Ph.D. program in Library and Information Science.

Figure 1

The Decision-Making Process of the Select Committee and President Benezet in 1975


'resident and VP Academic Affairs
Select Committee Named January 8, 1975
Formal Report to President 5/15/75
Senate Appoints Ad Hoc Consultation Committee (first week in May)
:onsultation with
Fall 1974
Recommendations
Senate Executive Committee
Educational Policy Council
Deans
Work of the Select Committee
January to May 1975
Three Stage Process:
Information gathering
Evaluation
Priority Setting
Deans and Departments respond by 5/27/75
All materials and responses
Select Committee Meetings with:
EPC Deans
GAC Dept. Chairmen
UAC SUNY Central
Senate Administration
Graduate Academic Council
June 3
Undergraduate Academic Council
June 2
Council on Educational Policy
June 5
Ad Hoc Consultation Committee Reviews all available materials and responses and reports to President on June 11 (endorses Report and Recommendations)
All the evaluative materials which had been compiled since 1970:
--consultants reports
--faculty & staff vitae
--evaluations by the GAC & UAC
--Departmental Self-Study documents & annual reports
--evaluations by the State Education Department
--statistical data (e.g., admissions, enrollment, workload, cost) for both Albany & other SUNY campuses
mmett Fields selected as new President and he is consulted by President Benezet
President Benezet issues final decisions on July 1

6. Voted (unanimously) to approve the Select Committee's recommendation concerning the Ed.D. specialization in Business Education. The Council also voted to recommend that the words "Doctoral Specialization" be substituted for "Doctoral Program," and that the word "terminated" be changed to "suspended."

7. Voted (unanimously) to approve the Select Committee's recommendation concerning the Ed.D. specialization in Instruction. The Council also voted to recommend that the phrase words "Doctoral specialization" be substituted for "Doctoral program."

Undergraduate Academic Council

In its analysis of the Select Committee Report, supporting materials, and responses, the UAC responded to five specific charges:

1. It agreed to review the undergraduate music program in 1975-76.

2. It agreed that an undergraduate major in computer science should be offered.

3. It did not agree that the major in Puerto Rican Studies should be converted to a second field.

4. It did not support the recommendation to convert the interdisciplinary concentration in environmental studies to a second field, but it agreed that its curriculum was too fragmented and needed attention.

5. It supported the recommendation to discontinue the Allen Center and its interdisciplinary major.

The Council on Educational Policy

Like the other Councils, the EPC had all materials and responses at its disposal. After review and discussion, the EPC took four actions:

1. It endorsed the Select Committee recommendation regarding the American Studies Program.

2. It endorsed the recommendation for Nursing that a feasibility study be undertaken for a graduate program and if that study is negative, then the School should be phased out.

3. It asked that experimental programs like the Allen Center should be carried out at the University and evaluated after a reasonable period of time; and if expectations are not fulfilled, such programs should be terminated or reoriented.

4. If the Ph.D. and M.S. programs in Astronomy are eliminated, it recommended also the termination of the undergraduate major and the offering of selected astronomy courses in another department.

Senate Ad Hoc Consultation Committee

After receiving the Council's reports, the Ad Hoc Consultation Committee, appointed by the Senate Executive Committee, considered the Report of the Select Committee on Academic Program Priorities. The following statements were adopted by the Consultation Committee and forwarded to the President on June 11, 1975:

1. The Ad Hoc Committee emphatically endorses the Report of the Select Committee on Academic Priorities.

2. The Ad Hoc Committee recommends that the Select Committee Report, the responses from the academic programs, the reports of the Senate Councils reviewing the Report, and related documentation provide the framework for considering strengthening or reducing programs considered by the Select Committee.

3. The Ad Hoc Committee recommends that in considering the elimination of positions to meet fiscal requirements, and in taking steps to preserve and strengthen academic programs, Albany should be guided by the principle that the elimination or reduction of selected programs is preferable to reductions "across the board."

4. The Ad Hoc Committee is aware that budgetary restrictions are being vigorously applied to all non-academic areas. The Committee understands that studies similar to that of the Select Committee are to be conducted in regard to other aspects of the University.

5. The Ad Hoc Committee recommends that no action be taken regarding Environmental Studies until the Council on Educational Policy has considered the recommendations of the Select Committee and the Undergraduate Academic Council, and the proposed program in Environmental and Resource Science and Technology.

6. The Ad Hoc Committee supports the recommendations of the Select Committee regarding Puerto Rican Studies.

7. The Ad Hoc Committee recommends that an ad hoc committee be asked to investigate alternatives to departmental structure for ethnic studies.

As noted earlier, the steady-state budgetary assumptions under which the Select Committee worked were rapidly turning negative during the spring of 1975. The Executive and Legislative budgets reduced the Albany campus by $1.2 million, including 40 positions, 18 of which were faculty. Additionally, the Governor in late May directed the D.O.B. to reduce SUNY's base by $10 million (including $450,000 and 30 positions at Albany).

PRESIDENT'S DECISIONS
July 1, 1975

Faced with these realities, President Benezet announced his decisions on July 1, 1975, and cited the harsh fiscal history of the campus, the factors leading to the Select Committee's establishment, and the consultative process for considering the recommendations. He regretfully concluded in part:

"The Select Committee emphasized in its report that its recommendations were not guided by immediate financial distress, but by the knowledge that the University Center will be moving in increasingly competitive times within continued constraint of resources, and must be the best University it can become. The Committee was emphatic that none of its recommendations should be interpreted as contemplating the expedient that faculty should be terminated short of their contracts, much less that tenured professors should have that tenure ended.

"It was apparent, however, that to strengthen academic programs would require reductions elsewhere. Resource redeployment has been a way of life for this University Center for five lean years. The redeployment has been minimal by necessity; to some degree all programs have been strained by the denial of added resources.

"The continuing series of financial negatives from State budgeting has left the administration with no option but to ask the Chancellor to designate authority to the President of the Albany campus to declare retrenchment by program where this will be required in order to provide program flexibility and to meet the budgetary necessities of the University. Hard choices must be made between programs to be cut back or phased out. Such retrenchments include a few faculty members on continuing appointment. Neither an outgoing nor an incoming president can view this as anything but the most repugnant of prospective university actions.

"Nonetheless, we are confronted with the harsh fact that informs us that the University at Albany's fiscal capability now requires certain retrenchments of program to be planned, effective in 1976-77. The choice is to maintain those programs which have been judged as viable and productive, and to reduce or phase out those programs whose strength and promise do not allow further support on funds available to us. The latter, at present, represent a small proportion of about 150 different academic programs offered at SUNYA."

President Benezet announced the following programmatic decisions:

1. Discontinuation of the Ph.D. and M.S. in Astronomy.

2. Withdrawal of plans for a Ph.D. in Library and Information Science.

3. Discontinuation of the Ed.D. specializations in Business Education and Instruction.

4. Discontinuation of the Ph.D. in Political Economy.

5. Temporary suspension of the Ph.D. in Sociology.

6. Temporary Suspension of the M.A. in Art History.

7. Discontinuation of the Allen Collegiate Center.

8. Review of M.A. programs in African and Afro-American Studies and in Geography.

9. Conditional continuance of B.A. programs in Environmental Studies and Puerto Rican Studies.

10. Study of the feasibility of the School of Nursing was assigned top priority.

11. Implementation of a degree program for adults in the College of General Studies was requested.

SPECIFIC PROGRAM RETRENCHMENTS AFFECTING TENURED FACULTY

Astronomy

During the period of the Select Committee's review of the Department of Astronomy and Space Science, the Ph.D. program was being simultaneously evaluated by the State Education Department's Doctoral Project. The State Education Department Site Visitors' Report was received late in 1974 in draft form and in January of 1975 in final form. President Benezet shared this report with the Select Committee. The Site Visitors (Dr. David Heeschen from the National Radio Astronomy Observatory, and Professor Icko Iben from the University of Illinois) were critical of faculty quality, student quality, research productivity, and external funding. They recommended the infusion of 2 - 4 new faculty and higher standards for admission of students and promotion of faculty.

The Statewide Rating Committee issued its report on Astronomy in the closing weeks of the Select Committee's life. This report concluded:

> "SUNY-Albany has as yet to develop an effective Ph.D. program and to attract students of the quality necessary to pursue an effective career in astronomy. Academic and administrative leadership is almost completely lacking. The financing is fragile. The general course offerings do not attract the general students.
>
> "The Committee finds that the program is weak now, and feels that it will become weaker, unless a strong institutional commitment is forthcoming immediately. Otherwise, the Evaluation Committee judges that the Albany Ph.D. program cannot serve either the needs of the State or of the astronomical community...
>
> "In conclusion, the Committee strongly recommends that the graduate astronomy program at SUNY-Albany be carefully reviewed internally and given immediate supporting attention as described above. Progress should be evaluated within this time, the Committee recommends that the SUNY-Albany graduate program in astronomy be terminated."

The Select Committee then issued its report as follows:

"According to outside evaluators, the graduate program in Astronomy and Space Science has not been developed to an acceptable level of quality and would require a massive addition of faculty lines to make it a strong program. Specifically, according to the evaluators, few of the seven faculty are engaged in significant research and the Department lacks a national reputation. Any program with a very low student/faculty ratio (6.6), low contact hours (7.5) and an extremely high cost per credit completed ($137) must be of the highest quality to justify its resources.

"The evaluators are highly critical not only of the amount and quality of research but also of the amount of outside grant support, the quality of classroom teaching, the quality of graduate students (only 12 are enrolled), and of the program's standards. Only one student has completed doctoral work since the program began in 1968 and the progress of others is slow. This Department has had difficulty in maintaining strong and effective leadership and the discipline is not considered by the Select Committee to be central to the academic needs of the Division or the campus.

"It is also important to note that the National Academy of Sciences, citing a surplus of trained astronomers over available positions of possibly four to one in the near future, has recently recommended a sharp curtailment in production of new Ph.D.'s in astronomy.

Recommendations:

"1. It is recommended that the doctoral and master's programs in Astronomy and Space Science be terminated.

2. Consideration should be given to absorbing the Astronomy and Space Science undergraduate program into another appropriate department.

3. The outside evaluators' recommendation that "the most gifted teachers in the department . . . (should) construct an exciting course in undergraduate astronomy for non-majors" should be implemented.

4. Pending these moves the Department should have a low priority in the allocation of resources."

The Select Committee's recommendations were reviewed by three governance bodies:

1. The Graduate Academic Council unanimously approved the Select Committee recommendation to terminate the Ph.D. and M.S. in Astronomy (memo of June 31, 1975).

2. The Council on Educational Policy stated: "If the Ph.D. and M.S. in astronomy are terminated, the EPC recommends the termination of the undergraduate major, but strongly supports the offering of selected astronomy courses in another department." (June 5, 1975)

3. The Senate's Ad Hoc Consultation Committee endorsed the report, including the recommendations on Astronomy (June 11, 1975).

President Benezet in announcing his decision on July 1, 1975, said: "The Ph.D. and M.S. in Astronomy are to be discontinued. Undergraduate courses in Astronomy will be continued insofar as the institution can offer them by whomever we are able to retain after retrenchment of the Astronomy program has been carried out effective 1976-77."

James E. Allen Jr. Collegiate Center

In its report on the Allen Center, the Select Committee commented as follows:

"SUNY-Albany was one of the first institutions funded by the Carnegie Foundation to undertake an experimental, time-shortened degree (TSD) program primarily for students who had completed only three years of high school, but who were sufficiently mature, and academically capable, of beginning college at an earlier age. It was decided that selected college freshmen also would be accepted into the program, but clearly its major purpose was to meet the needs of students who had not completed high school, but were ready to begin college. An experimental interdisciplinary curriculum in the Social Sciences, entitled "Man and His Institutions," was developed. Thus, the James E. Allen Jr. Collegiate Center was established in 1972 and began classes that fall with 61 students undertaking the simultaneous completion of their last year of high school and first year of college. Funds from the original grant have been depleted; the Center's resources are now derived almost totally from the regular SUNY-Albany budget.

"There are presently twenty positions associated with the Allen Center (FTE faculty - 16.6), including the Dean and the Assistant to the Dean. Fourteen of the faculty have the Ph.D. and five are in the process of completing it. Three of the faculty and the Dean have substantial records of research and publications; ten have demonstrated scholarly productivity in varying degrees; the remainder have virtually none.

"Teaching evaluations are generally good, with several of the faculty having particularly excellent records in this area. The advisement procedures in the Center appear strong; a system of individual contracting permits considerable latitude for students in choosing the means of completing their programs.

"An early study by the Center seems to indicate that the college grade point average of the students in its programs may be higher than similarly situated students who matriculate in the regular University program. However, the problems of developing a comparable control group, and the fact that the Allen Center students take a high proportion of their courses in the Center, make the results of this early study inconclusive at best.

"The Center has had difficulty in attracting enough qualified student applicants, who had completed their junior year of high school, to reach projected enrollment levels of 150 new TSD students in each of its first few years. Following the 1972 entering class of 61 TSD students, the 1973 class consisted of 109 TSD students and 54 regular college freshmen who elected to take the Center program, while the 1974 class was made up of 120 TSD students and 27 college freshmen. Applications for the 1975-76 academic year, as of the end of the first week of April 1975, underscore the continuance of this problem: total applications numbered 129 compared to 134 in 1973 and 135 in 1974. Of the seventy-three students who had been admitted for next year, only approximately fifty percent were TSD students.

"While the Center employs several admission measures including aptitude scores, recommendations and an essay, its difficulty in recruiting students does not appear to stem from any unusually stringent admission standards imposed on its entering students. For example, the mean high school grade point average of the first 61 admissions was 86.2, compared to a mean of 90.7 for the regular freshman class entering the University. In the intervening time, the grade point averages of students entering the Center have risen slightly: in 1973 the mean was 87.4, and in 1974 it increased to 88.8. Comparative averages for incoming University freshmen were 90.0 and 90.7 in 1973 and 1974, respectively.

"Another concern with which the Center has had to cope has been the relatively high attrition rate among its students. At the end of the Center's first year of operation (1973) approximately half of the students had left the program; a somewhat higher percentage of new entrants had left at the end of 1974. The 1973-74 Annual Report of the Center pointed out that attrition cannot be viewed automatically as a failure of the TSD experiment, but may be a commentary on curriculum choice, since many of the students who left the Center transferred into University College. Though there may be merit to this point of view, the level of attrition in this specialized program must be a matter of concern.

"It should be noted that the University does provide other opportunities for special students that closely resemble those of the Allen Center. Outstanding high school juniors may apply for early admission if they have the necessary credentials. An additional selective admissions procedure is available through the special talent program. Students with special ability who may not qualify for admission under regular University regulations, may seek entrance through this program for particular fields of study. Also, the University offers many interdisciplinary studies programs by faculty members in various disciplines; this opportunity is available for those students who do not wish to concentrate in a specific discipline.

Recommendation

"Research has not yet identified with certainty the distinct benefits of the Allen Collegiate Center. However, the Select Committee is convinced that enough information is available to make a prudent decision as to whether the Center should be continued at this University Center. It is the firm judgment of the Select Committee that it should not.

"The major element of this program, the time shortened degree, has not drawn significant numbers of students; its termination would have little effect on the educational system of the state. TSD programs continue to operate in other SUNY four-year college centers. Further, SUNY-Albany, with its very restricted budget situation and heavy student demand for admission (which cannot be met), is hard pressed to place a high priority on a time shortened degree program for high school students, especially one with a marginal demand.

"Finally, while the curriculum of the Allen Center is interesting, it is not sufficiently distinct to warrant a special program which lays claim to a significant investment of resources. The members of the Select Committee carefully considered the mission and sub-goals of the Center, and were convinced that in the main these can be achieved, with modest adjustments, through existing University departments and programs described above.

"The Allen Collegiate Center represents a significant investment of SUNY-Albany resources -- it is among the most expensive undergraduate programs on this campus ($52.00 per credit hour completed). While these costs may be reduced somewhat when the Center enrolls its fourth class, they are quite likely to stay well above the average of the Social Science Division, which is $36,00 per credit hour completed. Its benefits do not offset the commitment of resources which are badly needed by other programs more central to this University Center's mission.

"In making these recommendations, the Select Committee wishes to underscore its recognition of the energy and commitment that members of the Allen Center have brought to this program. It is hoped that the positive aspects will be absorbed and diffused throughout the University's undergraduate programs. However, the Committee finds that the resources of the University do not warrant the inclusion of the Allen Center as a permanent part of the University."

The three governance bodies reviewing the Committee's recommendations on the Allen Center then reported as follows:

1. The Undergraduate Academic Council in its memorandum of June 2, 1975: "The Undergraduate Academic Council supports the recommendation of the Select Committee that the Allen Center should not be continued.

   "The Council would like to underscore the statement of the Select Committee: 'It is hoped that the positive aspects will be absorbed and diffused throughout the University's undergraduate programs.' This will be possible only if resources from the Allen Center are applied to strengthening undergraduate teaching and curriculum.

   "The Council supports the principle of interdisciplinary studies, and urges the support of faculty members throughout the University for the development of new courses through such means as released time; it also supports the development of non-traditional appraoches to instruction such as team teaching, internships, etc.

   "The phasing-out process of the Allen Center will require careful study, as will the reallocation of resources into the undergraduate program. The Council recommends that a committee be formed for this purpose whose membership shall include representation from the UAC.

"If the early-admissions program (misnamed Time-Shortened Degree program by the Select Committee) of the Allen Center is discontinued, we recommend the implementation of the early admissions policy reported to the Senate by the Council on May 6, 1975. This policy will provide an opportunity for the exceptional eleventh grade student desiring early admission."

2. The Educational Policy Council in its memorandum of June 5, 1975: "The EPC strongly recommends that experimental programs, such as the Allen Center, be carried on at the University provided that such experiments are evaluated from the outside after a reasonable period of time and, if expectations are not fulfilled, are then terminated or reoriented."

3. The Senate's Ad Hoc Consultation Committee endorsed the report, including the recommendations on the James E. Allen, Jr., Collegiate Center.

In his July 1 announcement, President Benezet affirmed the programs of the Allen Center and its faculty were to be phased out during 1975-76. His entire statement reads:

"It is the history of experimental college and separate curriculums that they either catch on and flourish early or they labor valiantly with inadequate enrollments and resources only so long as their sponsors can sustain them; then fade out. A third experience is the demise of a program or college after a period of years, during which rising costs and competing requirements have forced the experiment to close or to merge with other elements of a parent institution. Models of all three have marked the history of higher education since World War I.

"The Allen Collegiate Center was planned for a time-shortened degree program and an integrated curriculum, Man and His Institutions, starting four years ago. It was one of four units of SUNY to receive a grant from the Carnegie Corporation to experiment with time-shortened baccalaureate study. The $100,000 grant gave initial funding for the administration and start-up costs plus the beginnings of a new faculty. From 1972-73 on, the University each year requested additional faculty lines to support the growth of enrollment as a successive new class arrived. A statement from the SUNYA President's budget message to Central SUNY for the 1974-75 fiscal year is typical: 'The James E. Allen Center has been given a commitment for additional faculty as one of our top priorities. If . . . it is to stand a chance of developing into a sound academic and economic State program, it is absolutely essential to provide the required faculty.'

"From the first year until the present time, no lines to extend this experiment, though heralded by SUNY Central, have been granted to the Albany campus. To keep things going. the Albany campus has redeployed each year from various departments and divisions of the College of Arts and Sciences faculty lines to permit additional instruction to continue. Of 14.5 FTE faculty at the Allen Collegiate Center, 13 have been reallocated from main campus departments.

"The Allen Center during its three years of operation has achieved a high degree of enthusiasm among its small cadre of dedicated faculty and students. Interdisciplinary courses of a bona fide nature and field internships have stimulated faculty-student rapport and a strong in-group feeling. Those students who have stayed or who have come in from the main campus have performed at a level reflecting the typical benefits of the "Hawthorne effect" in an experimental situation. As local missionaries and lobbyists for their Center they have been untiring and ingenious. Faculty interested in undergraduate experimentation have championed their cause.

"The iron facts remain: the Center is operating at less than a fourth of the enrollment it was planned to have; new resources have not been successfully solicited to keep the program nourished in lieu of draining stand-still University Center resources; and the statistics on new enrollments are currently declining. Admissions Director Rodney Hart's summary (See Appendix B) tells the story sympathetically but accurately. The rise of pressures toward reverse discrimination in admissions policy, in order to build enrollment, is a fatal sign which could soon by itself debilitate the experiment.

"If the trend against reluctance of 12th graders to leave home had been reversed; if venture capital for faculty lines and support positions had been made available from SUNY and the Division of the Budget; and if sizable outside grants could have been gained in order to diversify the curriculum and float instructional costs for another three or four years, the present administration of the University would have favored continuing the Center.

"As it stands, the accumulated evidence is relentlessly against the continuance of a collegiate experiment which, no matter how enthusiastically supported by its followers, has not found the support in students or funds to enable it to grow. It has now reached the end of the University Center's current ability to fund it by bleeding from its own resources.

"A downtown degree-granting college of at least 800 students with adequate staff is projected as the growth element of the University at Albany's undergraduate enrollment. The main campus can accommodate no additional students unless new academic and activities buildings are granted. The Draper complex offers the needed instructional space and, with renovation, facilities to enable Albany to rise to its projected 14,000 FTE students by 1980-81. What curriculums will be offered; what connection with or possibly even incorporation of a degree-granting function of the College of General Studies should be planned; what special program features should be included to reflect the downtown setting of a college unit of the University Center; what ties should be maintained between the downtown college and the academic and administrative divisions of the main campus -- these matters are left to the next administration. Dr. Fields has informally indicated that a fresh start and a break with the present must be made.

"In the meantime it is the duty of the outgoing administration regretfully to declare that the present program and faculty of the Allen Collegiate Center will be retrenched during the following academic year. Seniors in the program will be thus permitted to finish. Entering freshmen will have their first year of college while finishing requirements for high school completion.

All remaining students will be given every assistance in transferring to main campus programs appropriate to their educational interests.

"The Office of Academic Affairs is hereby asked to give special attention to the transitional period ahead for Allen Center students in the lower three classes."

History and Systematics of Science - Science and Technology Studies

Between 1968 and 1970, the Department of History and Systematics of Science consisted of two faculty and was discontinued in 1971 upon the death of one professor, a noted historian of science. The remaining professor was attached to the Dean's Office through which he continued to teach various non-degree courses in Science and Technology Studies.

The Select Committee decided during the course of its deliberations to examine in detail and to make recommendations only on those programs significant enough to involve the allocation of two or more faculty lines. While it collected information about History and Systematics of Science (and about other similar situations), the Committee made no formal recommendation in its report. Accordingly, the decision to retrench this area primarily because of low enrollments was made by the President in the face of harsh budget cuts and within the authority delegated to him by the Chancellor during the summer of 1975.

The single professor in this area was notified during the summer of 1975 that the program was being retrenched and that his termination would become effective on August 31, 1976. He filed a grievance, on the grounds that the program had already been retrenched in 1971. The grievance was upheld at Step 1 because the letter incorrectly referred to the program in History and Systematics of Science rather than the existing program in Science and Technology Studies. A new notice of termination for Science and Technology Studies was sent and the University's action was upheld at Steps 1, 2, 3, and at the final step of arbitration.

The Milne School

The Milne School, the Campus Secondary School at SUNY-Albany was administered by the School of Education. In 1974 the N.Y. State Division of the Budget placed the budgets of all SUNY Campus schools in a lump sum allocation under the Central Administration of SUNY and that total sum was sharply reduced with instructions to the University to reduce the number of campus schools. The SUNY decision to phase out Albany's campus schools was made in April 1975, based upon a University-wide committee formed at the initiative of Chancellor Boyer to review the place of campus schools in the training of teachers. As a result of the termination of the Milne School, 15 tenured and 11 non-tenured faculty were given notice in June 1975, that their positions would be terminated at various points over a 26 month period ending in August 1977. Thirteen subsequently filed a joint grievance, a principal allegation in their cases being that, since they had been appointed in the School of Education rather than in the Milne School, the discontinuance of the school does not remove the University's contractual obligations toward them. This grievance was subsequently resolved.

The termination of the campus school must be examined in a separate context because the action was not taken at the initiative of the campus, although some of the resources were considered to be within the campus budget.

SUMMARY OF SIGNIFICANT INTERNAL EVENTS
July 1975 to December 1975

Dr. Emmett Fields assumed the Presidency in July 1975. In his first address to the Faculty (August 26, 1975) and in his Inaugural Address (September 27, 1975) he chartered new directions for the campus: an alliance between the University and its community; a unique mission based upon the salient features of the immediate environment; a mutually reinforcing relationship between the research capacity of the faculty and the State's needs for address of significant policy problems. These views were integrated into the Budget Request for 1976-77 and served as the basis for the budget priorities.

In the meantime, the campus governance bodies and administration continued the program evaluations previously scheduled and recommended in the Select Committee Report. Fifteen teams of external scholars evaluated academic programs and another ten sets of consultants evaluated administrative offices. Among the academic programs reviewed were History and English (for the purpose of formulating developmental plans); French, German, and Spanish (by the SED Doctoral Project); the programs in Italian, Speech Pathology, Nursing; and seven other fields.

The unfolding external fiscal realities in the fall made it clear (a) that additional SUNY budget cuts (at least as severe as for 1975-76) would be proposed by the Governor for 1976-77; (b) that the cuts would affect instructional and non-instructional positions alike; (c) that the work of the Select Committee in this new context had not gone far enough; and (d) that a new effort aimed at reallocation of resources to continuing programs was badly needed.

From the beginning of his Presidency, Emmett Fields believed that program quality, imbalances in workload, and the uniqueness of Albany's mission all required and justified the reallocation of resources to priority departments. He was joined in this belief by the vast majority of the campus community. The Select Committee, for example, felt a certain frustration that the budget reductions had created a climate which led to the implementation of its negative recommendations, but not its positive ones.

As was the case the previous year, the faculty leadership (Senate Executive Committee and Council on Educational Policy) was consulted and recommended that the EPC Resource Allocation Committee form the nucleus of a new priorities committee which would have its membership enhanced by members from other campus constituencies; principally the Graduate Academic Council, the Undergraduate Academic Council, and students. The new committee was named the Task Force on Priorities and Resources, and its formation was hastened and given urgency by a swiftly evolving series of budget reductions beginning in December 1975, and noted in the appendix.

THE WORK OF THE TASK FORCE

The Task Force on Priorities and Resources was appointed by President Emmett Fields on January 22, 1976. Among the specific charges given to the Task Force by the President were the following:

1. "The Task Force is to (1) assess all academic support programs of the University, (2) recommend priority rankings for program claims on resources, and (3) consult and advise me on the developments of the University's operating budget for the next year."

2. "Three strategic principles (should) guide the shaping and strengthening of SUNYA during the next several years: first, the preservation and nurturing of those programs which are essential and considered central to a university; second, the preservation of quality where it exists; third, the preservation and nurturing of those programs that uniquely address our immediate environment -- the State Capital District of New York -- whose serious address we can expect in time to shape for our University a unique and distinct character."

3. "Recognition (should) be given to strong student interest and societal need as reflected in comparative enrollment and work load data."

4. "The Task Force (should) conclude its work and render a final report not later than March 1, 1976."

Subsequently, the President requested that the Task Force accelerate its deliberations and deliver its report a week earlier than originally scheduled so that more time would be available for consultation with appropriate campus groups and for reactions from individual departments and programs than would have been possible with the earlier deadline.

The Task Force had to make an assessment of all academic, administrative, and service programs on this campus, decide on priorities for them, and make detailed budget recommendations within the exacting guidelines established by the Executive Budget. It is important at the outset to understand the nature and scope of those guidelines. In brief, they specify that staff reductions and dollar savings are to be achieved in the following categories and amounts.

Table 3

Personnel Reductions Required by
Executive Budget, SUNY-Albany: 1976-77

Reductions by Function	FTE Positions	Annual Cost	Average Annual Salary
Instruction & Departmental Research			
Faculty	-27	$ -565,200	$20,930
Faculty Support	-28	-359,300	12,830
Organized Research	-	-	
Public Service	- 3	- 41,200	13,730
Organized Activities	- 5	- 80,200	16,040
Library	- 4	- 59,000	14,750
Student Service	- 8	-111,500	13,940
Maintenance & Operation	-13	-126,800	9,750
General Administration	-	-	
General Institutional Service	-	-	
Auxiliary Enterprises	-	-	
Total	-88	-$1,343,200	

In addition to the Executive Budget reductions specified above, this campus suffered base budget reductions of 30 positions, of which six were faculty lines. All but the faculty lines were identified by the Administration before the Task Froce began its work.

The functional categories noted above are those traditionally used in the State's funding of campus operations. Funding levels are based not only on an analysis of a particular campus program but also on functional comparisons among units of the SUNY system.

Instruction and Departmental Research includes two subcategories: "Faculty" which refers to salaries of teaching faculty and teaching assistants, and "Faculty Support" which includes graduate assistants, academic deans, technicians, clerical and secretarial positions directly supporting the instructional effort. About 50 percent of our operating budget is allocated to this function.

Organized Research includes costs of discrete research units such as the Atmospheric Science Research Center. A little more than one percent of our operating budget is allotted to this function.

Public Service refers to service to the general public such as the Art Gallery and accounts for less than one-half percent of our operating budget.

Organized Activities includes activities that directly support our primary programs of instruction and public service. Major cost areas include the Educational Communications Center and Physical Education. About three percent of our operating budget is used for this purpose.

Library includes staff and acquisitions and reflects about six percent of the operating budget.

Student Services provides such services as admissions, registration, financial aid, counseling, placement, student health and student union. Five and one-half percent of our operating budget is used accordingly.

Maintenance and Operation reflects such costs as custodial services, power plant and utility costs, ground maintenance, rentals and security. These operations, exclusive of costs allocated to residence halls, amounts to almost 14 percent of the operating budget.

General Administration includes the Offices of President, Vice Presidents, business affairs and financing. Such operations as Personnel, Purchasing, Student Accounts, Accounting and Budgeting are included and account for about 4.5 percent of the operating budget.

General Institutional Services includes operations of the Computing Center, Public Relations and units serving the entire University such as telephone, storehouse and mail and messenger. Almost eight percent of the budget is allocated to this category.

Auxiliary Enterprises includes the allocable share of plant costs associated with dormitory operations. In addition, the residence halls administration and direction is included. About seven percent of the operating budget is involved with these operating costs.

In sum, the task confronting the Task Force was to:

--Identify six instructional faculty positions as required by the base budget cut.

--Identify 88 positions as mandated in the Executive Budget.

--Effect required dollar reductions despite the fact our average annual salaries are lower than those used to estimate the total amount to be reduced.

Instructional faculty positions to be eliminated were scheduled for deletion by September 1; all other positions by July 1, 1976. The Task Force could not simply recommend the use of vacant positions. A clear mandate from the Governor required a reduction in our filled position level (payroll) between December 8, 1975, and August 31, 1976.

In order to inform itself as fully as possible about these guidelines, the Task Force made independent inquiries to SUNY Central and to the Division of the Budget. These sources confirmed that under the guidelines there could be no deviation from the total number of positions scheduled for reduction in the specific categories enumerated, nor could there be deviation from the total dollars scheduled for reduction. We were informed that some shortage of dollars in one category could be made up by effecting decreases in other areas, but the point was stressed that these should be only limited amounts. The Task Force was also aware that cuts recommended in areas not mandated by the Budget would not forestall cuts in mandated ones, nor was there any guarantee that cuts made in non-mandated areas would be restored in subsequent years.

The Procedures of the Task Force

The Task Force received its charge from the President on January 22, 1976, and between that date and February 23 met in plenary sessions on the average of four days each week and spent many additional hours in subcommittees and on individual research, writing, and editing tasks. The Task Force was plainly aware of the limitations of a process which required gathering and assessing huge amounts of data and deciding on complex and subtle issues within a one-month period. With these limitations in mind the group followed the principle that recommendations should be made only to the extent that sufficient data were available to warrant such recommendations. The Task Force sought to be particularly sensitive to those programs or units which, after preliminary review, seemed to be candidates for specific recommendations, and for which not enough information existed to warrant a recommendation. In those instances, the Task Force made conscientious efforts to obtain additional facts through interviews or by obtaining further written material.

As shown in Figure 2 on page 48, the Task Force divided its work into two major phases. In the first, the Evaluation and Rating Phase, it developed information about each area, unit, and program under review. Task Force members reviewed self-study materials, outside reviews, and a variety of other resource documents. Statistical data on faculty workload, student demand, and program costs were similarly provided to the Task Force. Some comparative data with other campuses in the SUNY system were also available.

At the end of evaluation work in sub-committees, the full Task Force received sub-committee reports and rated each unit under review. Administrative, service, and operational units were rated according to three criteria: (1) the need for a given service, (2) the quality of service as it is presently given, and (3) its relative cost.

With respect to faculty and faculty support, the Task Force leaned heavily on the report of the Select Committee of 1975 for a good deal of its evaluative material. However, it also assessed programs independently in light of more recent information. All file materials in the various departments were read, including documents such as recently completed outside reviews.

Each academic program was rated against five criteria established by the Task Force. These criteria were largely drawn from the President's instructions and the Select Committee and included: (1) program quality: an assessment of faculty and student quality, program coherence, productivity and leadership; (2) centrality: the degree to which a program represented a basic and traditional discipline in the University; (3) public policy: the extent to which a program had potential for addressing policy issues of major concern; (4) demand: the degree of student demand, both by majors and non-majors; and (5) cost: the relative cost of the program in the context of the type of program and degree given.

Using these five criteria, committees of the Task Force reviewed each program within the University and subsequently reported to the Task Force as a whole. In plenary sessions which extended over several days, the Task Force reached agreement as to the ratings each program should receive on the various criteria as well as approving a general summary of a program's standing in relationship to these criteria.

The second phase of the Task Force work involved establishing priorities among the programs and activities which had earlier been evaluated on priority dimensions. This phase of the Task Force work involved a good deal of concentrated effort on the part of the Task Force members. Each academic program, administrative division, service unit and operational branch was reviewed and a priority given to it. Obviously, the Task Force did not allot the same time investment to all phases of this task. Instead it sought to allocate its time proportionate to the importance of the decisions which had to be made. Thus, for example, decisions concerning academic units consumed many hours in plenary session and decisions with respect to them were completely reviewed by the Task Force on four distinct and separate occasions.

With respect to administrative and service units, while relevant data were complex and extensive, the nature of the judgment required in assessing services needed versus the cost of those services was somewhat more straightforward than in the case of academic units, where subtle and very difficult issues such as the desirable academic profile of this University had to be confronted. In both cases, a balance had to be struck between the effect of decisions taken now because of financial emergencies and their probable effect over the longer term.

In the course of its deliberations with respect to individual academic programs, and in more general discussions, the Task Force was clearly committed to maintaining this campus first and foremost as a University Center with a balanced set of programs in the humanities, social sciences, natural sciences, and the professional schools. Some changes had to occur in terms of how resources were shared among these units and with respect to individual programs within them. However, the Task Force always made such decisions with an awareness that the University at Albany must remain a place which provides a rich educational experience for its undergraduates, fosters high level graduate and research programs, trains a variety of practitioners, and serves the needs of contemporary society in general and the region of the State within which it is located.

The State University of New York at Albany is a University Center and that which distinguishes it, and the centers at Binghamton, Stony Brook, and Buffalo, from the other educational facilities in the SUNY system is its graduate programs. While it carries a broad educational mandate, it has a distinct responsibility to foster and maintain quality doctoral, master, and other advanced degree programs.

Moreover, the distinguishing characteristic of a University Center is its commitment to high quality and innovative research. It may be concept focused, as in the traditional disciplines, or problem focused, as in the professional schools, but whatever its character it must meet the test of excellence. To emphasize research does not and cannot mean the diminution of a concern for quality teaching on all levels. The Task Force believed that faculty members must be equally committed to expanding the limits of our knowledge and to be superior teachers -- persons who not only transmit information but stimulate excitement in searching for new understanding.

The overriding concern of the Task Force was to make decisions which would deal equitably and humanely with immediate issues facing us but also to make those decisions so that they enhanced, as much as possible, the long

term achievement of a first-rate University Center. No single evaluation criterion was, by itself, controlling. A focus on public policy issues cannot mean that programs of excellence which do not have public policy relevance are not supported. Nor can disciplines judged to have a high degree of centrality or public policy potential depend solely on that dimension in claiming resources when faced with sharp and sustained declines in enrollment. One criterion against which each program was tested was quality; although other factors -- cost, low enrollment -- might require that a program of quality be diminished, none was recommended for enhancement unless a potential for superiority was clearly evident.

Some Immediate Concerns

In making its decisions the Task Force dealt with a number of issues other than programmatic ones. Some of these were imposed on the Task Force by sources external to the campus, others were self-imposed, and some were dictated by the perceived consequences of these deliberations on the long-term development of this university:

Impact on students, staff, and faculty -- The process of budget allocation inevitably means that the lives of individuals will be importantly affected. In all of its decisions, the Task Force was acutely conscious not only of the programmatic and fiscal consequences of its decisions, but the likely human ones as well. As a first principle the Task Force was determined that in as few cases as possible would previously established terms of appointment be disturbed. To that end, under the Task Force recommendations, no faculty member would be retrenched in the 1976-77 fiscal year. With respect to NTPs and other classified positions, the aim was to use as many vacancies as possible occurring after December 8, 1975, thereby avoiding as far as practicable the termination of personnel in these categories without a year's notice.

Finally, it should be emphasized that the Task Force was careful to take into account the expectations of students. It sought to make certain that any student who had begun a program in this University would be able to complete the program in which he or she was enrolled.

Local needs and the SUNY system -- In making its recommendations, the Task Force also had to be concerned with their impact on this region. The University performs a vast number of public service functions as part of its educational mission. Responsible decision-making demands that when educational priorities require the modification of a program, resultant changes in allied community services are appropriately anticipated.

The relation of SUNY-Albany to the educational complex of the Capital District also had to be considered. If given programs were not offered in other educational institutions within the local area, some weight had to be given to that factor. On the other hand, if academic programs were duplicated in other institutions in the Capital District, the Task Force felt less impelled to retain them unless there were important reasons to do so.

During the course of its deliberations, the Task Force also tried to stay in touch with developments at other SUNY Centers. Like Albany, these Centers too had to confront budgetary cutbacks. Table 4 below illustrates how the Executive Guidelines affected the four University Centers.

Table 4

Executive Budget Changes in Positions
Four SUNY University Centers: 1976-77

	Albany FTE	Binghamton FTE	Buffalo FTE	Stony Brook FTE
Campus Total	-88	-86	-133	-78
I & DR - Faculty	-27	-25	- 39	-37
Support	-28	-46	- 40	-33
Organized Research	-	-	-	-13
Extension & Public Service	- 3	-	- 11	- 1
Academic Support Services	- 9	-	- 12	-
Student Affairs and Aid	- 8	- 6	- 15	- 9
Institutional Support Services	-13	- 9	- 16	+15
Auxiliary Enterprises	-	-	-	-

Additionally, each University Center had an earlier base budget reduction that will alter operational levels in 1976-77. These are as follows:

Reductions	Albany	Binghamton	Buffalo	Stony Brook
Instructional Faculty	6	9	35	33
Other Positions	24	28	13	27
Total Positions	30	37	48	60

The Task Force attempted to learn of the plans of the other units in the SUNY system during its deliberations so that some appropriate system-wide balances might be retained. For example, if a given program was to be phased out in another SUNY unit and Albany had the only one remaining in the system, this would be an important factor to consider. It was difficult to secure accurate information from other Centers because they were similarly involved in a deliberative process and final decisions had not been reached in many cases.

Enforced vacancies -- In order to achieve its purpose of avoiding any faculty retrenchments in 1976-77, the Task Force was forced to recommend the elimination of a number of positions in selected departments which would have otherwise been available during the next year. Using only contract expirations and non-renewals, sufficient positions to meet the mandated reductions were earmarked for elimination in 1976-77.

In determining which vacancies should remain open during 1976-77, the Task Force tried to base its decisions, as much as possible, on its criteria of quality, centrality, public policy, potential demand, and cost. Unfortunately, in a number of cases enforced vacancies had to be recommended for programs which scored highly on all criteria, solely to reach the level of reductions required for 1976-77.

This, of course, poses special problems for the University because it means that worthy programs will be handicapped if these faculty positions are not made available to them subsequently. Thus, it was necessary for the Task Force to make recommendations with respect to 1977-78 as well as 1976-77. Suggestions were made to the administration where lines should be reallocated in subsequent years based on previously stated priorities. Such recommendations, of course, are conditional upon the fiscal position of the University and the maintenance of program quality in the intervening time.

The administration will have to use its discretion wisely here to insure that established goals are actually met. In this regard, the Task Force also noted that many of the gains in Affirmative Action programs can be lost substantially in times of reducing staff. The Task Force urged that the administration use every means available to it to minimize this possibility.

Program needs -- The Task Force in its deliberations recognized the existence of several programs where the need for additional resources in 1976-77 was urgent and compelling. It therefore recommended the transfer of resources to five programs.

These programs met several critical tests to justify the addition of resources during this time of fiscal stringency. Four of the programs had abnormally heavy faculty workloads though this was not a sufficient reason alone to recommend reallocations. In most cases, these resources were also necessary to enhance graduate thrusts, particularly doctoral programs, which were central to the University's mission or which had especially high potential for public policy research.

As painful as it is to recommend a reallocation of resources during a period of budget cuts, the Task Force believed that the small number of internal position transfers it recommended were critically important if the University is to realize its role as a center with programs of national quality. Task Force recommendations for 1977-78, which reflect further internal reallocation of resources, were a second step in that direction.

Assistantships -- Support for graduate students through assistantships and fellowships is vital to the quality of graduate programs. The Task Force recommended that up to four faculty lines be divided into teaching assistantships. This recommendation (which repeats a similar one by the previous year's Select Committee) was justified on several grounds. First, external sources of graduate assistantships had shrunk significantly and many capable graduate students on the campus were badly in need of support. Secondly, several graduate programs needed additional student support in order to bring their graduate enrollment up to a more viable level. Third, the proportion of full-time graduate students supported at Albany was significantly lower than the national average. Fourth, SUNY-Albany had divided only 23 faculty lines into teaching assistantships compared to 40 at Binghamton and 70 at both Buffalo and Stony Brook. This tended to raise Albany's instructional cost and lower its student/faculty ratio compared to the other Centers, making Albany more vulnerable to future mandated reductions in faculty lines. Lastly, Albany's previous unwillingness to create teaching assistant positions from faculty lines had been interpreted externally as a lack of commitment to graduate education.

Longer Term Effects

While it addressed a number of issues in the context of very immediate considerations, the Task Force also had a responsibility to grapple with longer term concerns as well. If it had contented itself with a set of recommendations which would have allowed the fiscal strains of 1976-77 to simply diffuse, it would have failed in its most elementary responsibility and silently supported the inevitable weakening of this University Center.

During the years of rapid growth in the 1960s, SUNYA moved forward in a wide variety of directions in the full expectation that most of these efforts would develop to a level of excellence if given sustained attention and, above all, a continuing high level of resource support.

Contrasted to thise era of expansion is the period of diminishing fiscal support which began in 1970. During these years the University attempted to accommodate change by distributing resource reductions broadly with a minimum of reallocations in response to changes in enrollment patterns, and attempted to perpetuate and sustain essentially all programs on the campus.

In the financial stringency of 1976, this University found itself with large numbers of undergraduate and graduate programs of fine quality and even a few for which it could fairly claim national eminence. The Task Force also found some programs of limited quality or ones which were staffed at such marginal levels that there could be little realistic hope of their development into programs of quality.

Moreover, as with other universities across this country, the enrollment levels in the various parts of this University shifted steadily and markedly since 1970. Today some programs simply do not attract sufficient students to warrant continuing them. Programs of exceptional merit or importance can and should be sustained even with relatively low enrollments, although there must be ultimate limits here as well, but programs of marginal quality cannot expect to be immune to the consequences of low demand.

With the issuance of the Select Committee Report in 1975, SUNY-Albany took its first systematic and campus-wide view of its academic programs. The Select Committee concluded that:

> "...this University Center cannot continue to attempt a full speed 'horizontal development' on all levels. It simply cannot do everything at once and do it well... We must become much more selective in our goals and wisely choose among the options available. We must also make prudent decisions about the relative speed with which programs can be developed on this campus.
>
> "These decisions are not required simply because of the exigencies of financial pressures, but also because of the responsibility of this University to itself and to the larger community. No institution can possibly be all things to all people. It best fulfills its missions by articulating its goals and organizing its resources in ways which optimize the attainment of those goals. Programs vary in quality and this University has

> a duty to support only those that are of the highest calibre. SUNY-Albany has the responsibility of supporting needed programs through a developmental period to the extent that it is possible; but finally, programs which are not central to its mission, which have demonstrated an inability to operate effectively, or which have not met the test of quality, must give way to programs which can meet those tests."

As a result of the Select Committee's report and existing fiscal pressures, some program alterations occurred on this campus. Reporting nine months after the Select Committee, the Task Force recognized that even greater fiscal constraints may face this University and it agreed that, "we must with prudence make hard choices about the relatively limited number of programs which do not meet the tests described earlier or it will mean that remaining programs which do not meet them will be penalized and restrained."

Additional Comments

Like the Select Committee, the Task Force recognized the awkwardness of a situation in which its members would be asked to rate their own programs in relation to others, and the Task Force recorded its efforts to produce a report of integrity. Among the steps taken to confront the conflict-of-interest issue were the following: no member was permitted to draft any documents which applied to his or her program; no member was permitted to vote on evaluations or priorities of his or her program; and each member was excused from the conference room while the remaining Task Force members discussed his or her program, evaluated it and assigned it a priority. The Task Force realized that, "no group can escape legitimate concern about the objectivity of its decision-making. We can only say that we took every reasonable measure to insure that programs were neither penalized nor rewarded because of the presence of a given Task Force member."

With respect to its role in relation to the University administration, the Task Force from time to time met with the President to discuss his views and receive his comments. Further, it examined preliminary budgetary and staffing documents, and the data on which they had been based, which had been developed by the University Administration as well as a report to the President by a committee from the Council of Deans. All this information plus the information which was received by the Task Force members from a variety of other sources was considered in the Task Force's deliberations. But in the final analysis, the Task Force's decisions were its own.

SUMMARY OF TASK FORCE RECOMMENDATIONS

Faculty and Academic Programs

As indicated earlier, the Task Force had to locate at least 33 faculty lines which would be terminated by the State in 1976-77 (six in the previously announced 1976-77 base budget reduction plus 27 mandated by the 1976-77 Executive Budget). In addition, $565,000 had to be cut in this area, although some of these funds could be secured from other categories provided they could be located. The summary table at the end of this section indicates that the Task Force was able to hold faculty cuts very close to the level mandated by the State by imposing somewhat heavier cuts in other areas, even though they were not mandated, and by several technical adjustments.

But the Task Force was required to go further than simply assigning cuts among the departments who happened to have openings because of contracts or terms expiring in 1976-77. It had to make decisions which if implemented would result in important changes on this campus; changes which the Task Force believed would result in a stronger and more effective University Center.

Recommendations were made to shift, over the next few years, faculty resources from some of the professional schools, the Division of Humanities, and the Division of Science and Mathematics to the Division of Social Sciences and to other professional schools. Workload inequities alone justified such a redistribution. While simple averaging cannot be blindly used in these matters (programs must be assessed in qualitative as well as quantitative terms) on the whole, transfers of faculty positions are clearly indicated. Coincidentally, the areas handicapped the greatest by faculty-student imbalances were also those with high potential for public policy research -- one of the several criteria of concern to the Task Force.

Note should be taken of the recommendations affecting the School of Education, the oldest unit on this campus and one with a distinguished history. The Task Force concluded that contemporary societal and educational trends require that the School reduce its emphasis on teacher training and concentrate more on its excellent graduate programs in other areas. The major steps toward reorganization which have already been undertaken by the School are quite congruent with this emphasis.

Beyond workload concerns, the Task Force made hard decisions about programs which for a combination of reasons -- low demand, high cost, low centrality, marginal quality -- required diminution or even termination. The Task Force was concerned about the shape of the University's academic profile in three to five years. While no one can predict with absolute certainty what program trends will develop at SUNY-Albany, the full implementation of the Task Force's recommendations would produce a series of superior programs distributed somewhat as follows:

Humanities: Four programs awarding Doctoral, Master, and Bachelor degrees; six awarding the Master and Bachelor; three the Bachelor and at least four interdisciplinary second field programs.

Social and Behavioral Sciences: Five programs with Doctoral, Master, and Bachelor degrees, three with the Master and Bachelor, and two Bachelor programs.

Science and Mathematics: Six programs awarding the Doctoral, Master, and Bachelor degrees, and one awarding the Master and Bachelor degrees.

School of Education: A variety of programs at the Certificate, Master, and Bachelor levels, and offering both the Ph.D. and Ed.D. degrees.

Other Professional Schools: Three programs awarding degrees at the Doctoral and Master level, with one of these offering a Bachelor degree; three schools offering Master degrees, two of which also offer Bachelor degrees, and one college offering a wide variety of courses to part-time and non-degree students.

Faculty Support

Budgeted faculty support was targeted in the 1976-77 Executive Budget for a reduction of 28 FTE positions at an annual cost of $359,300. This category includes a few offices such as the Office of Graduate Studies and personnel such as Dean, Assistant Dean, Chairperson, Assistant to Chairperson, Technical Specialists, Stenographic/Clerical, and Graduate Assistants.

In its reviews of this area, the Task Force observed, among others, the following conditions:

a. Smaller Academic Units -- There appear to be definite economies of scale, and larger units have more efficient staffing ratios. Small departments with below five or six faculty members should share secretarial personnel.

b. Professional and Graduate Schools -- The schools on the whole have lower faculty/clerical ratios than the College of Arts and Sciences. Within limits, the more ample staffing is justified on two grounds. First, these schools support their own admissions, transfer credit, degree clearance, and other functions which the Office of Graduate Studies performs for the College of Arts and Sciences. Secondly, most of the schools have a proportionately larger graduate component, requiring more support.

c. Science and Mathematics -- The support needed for the more technically oriented programs appears to be greater than in other programs. The purchase and maintenance of special supplies and equipment and the operation of the many scientific facilities require a more ample staff in this Division.

The Task Force noted three changes in particular that might make more efficient use of resources, and urged further administrative review to investigate other possible changes:

a. The graduate admissions, transfer credit, and degree clearance functions which are performed separately in each school should be consolidated in whole or in part with some savings in resources.

b. To maximize the use of secretarial and stenographic resources, the Task Force encouraged the development of divisional and school pooling arrangements.

c. The elimination of the position of assistant to the chairperson was recommended. Only in cases where a department can show a compelling need for such a position should the administration consider its restoration.

Recognizing that a faculty/clerical norm of approximately five to one is used rationally by campus planners, the Task Force tried to move schools and divisions closer to that norm, while taking into account the special needs of various units. In doing so, it also attempted to balance variances between administrative needs and resources. The Task Force also recommended that one professional and three classified lines be moved from the administrative departments under the Vice President for Management and Planning to the area of I & DR Support.

Administrative and Other Support Functions

The Task Force's review of university administrative and support functions, operations and service functions led to a much deeper understanding of the complex responsibilities which are included in these areas than most had previously. Although it is frequently assumed that "the administration" and service areas are the primary sources of overstaffing, the review indicated that this is an over-simplified view.

When compared to other SUNY university centers, SUNY-Albany's top administrative staffing (president, vice presidents, and immediate staff) is noticeably thin. In areas where larger numbers of personnel are employed (maintenance, janitorial), Albany's staffing patterns follow standard State guidelines for square feet of space maintained, etc.

Despite its high regard for the student affairs administrative and service functions, the Task Force recognized that sizeable reductions must be made. The Task Force met the specific cuts mandated by the Executive Budget and recommended further reductions in order to give internal reallocation flexibility for the future and in order to preserve as many dollars as possible to offset deficits in the Instructional and Departmental Research category.

In order to maximize utilization of resources in the future, the Task Force recommended studies of the reorganization, merger, or internal restructuring of some administrative units. These recommendations had particular importance in Student Affairs. The responsibilities included in the Student Services budget category include a large number of activities, programs, and services which respond to a variety of student needs and groups. The importance of these responsibilities was fully recognized by the Task Force; but, with such a complex set of functions, there is, inevitably, some overlap of programs and activities.

The entire Student Affairs organization has been under study and review for the past two years, with considerable internal self-study effort already expended. The Task Force reviewed the alternatives for reorganization, but did not take a specific position on them.

Its recommendations for many of the service functions in the Management and Planning area are motivated primarily by the mandated reductions by category in the Executive Budget and by a general view that an across-the-board consolidation of approximately five percent should not work undue hardship.

In virtually all administrative areas the Task Force identified potential for savings through increased use of automated equipment and procedures and more widespread pooling of secretarial personnel. In many instances, recommendations assume that efficiencies can be obtained, particularly after a year or so of planning, and reductions were suggested accordingly.

Fiscal and Position Summary

Table 5 is a summary of the results of the Task Force's recommendations for 1976-77. It should be noted that it does not contain the six faculty positions which had to be eliminated because of a base budget reduction imposed prior to the Executive Guideline reductions. The Task Force made specific recommendations in regard to those positions as it did with respect to all the positions indicated below.

Table 5

Comparison of Task Force Recommendations With Executive Budget Reductions

	Executive Budget Reductions		Task Force Recommendations	
	FTE Positions	Dollars	FTE Positions	Dollars
Instruction & Departmental Research				
Faculty	-27	-565,200	-27	-455,118
Faculty Support	-28	-359,300	-28.5	-349,000
Organized Research	-0-	-0-	-0-	-0-
Public Service	- 3	- 41,200	- 3.8	- 62,000
Organized Activities	- 5	- 80,200	- 4.9	- 90,225
Library	- 4	- 59,000	- 5.0	- 54,233
Student Services	- 8	-111,500	-12.0	-124,363
Maintenance & Operation (includes Auxiliary Enterprises)	-13	-126,800	-18.6	-144,256
General Administration	-0-	-0-	- 2.0*	- 38,000
General Institutional Services (Computing Center)	-0-	-0-	(+3)	(+45,000)
TOTALS	-88	-1,343,200	-98.8	-1,272,195

*In addition, the Task Force recommended transfer of four positions from General Administration to Faculty Support.

REVIEW OF THE TASK FORCE'S WORK

The Task Force Report was distributed for discussion and response according to the process illustrated in Figure 2. Upon receipt of the Report, the President immediately forwarded it to each unit of the campus and invited responses by March 2. President Fields also met (on February 24) with the Senate Executive Committee and the Council on Educational Policy in order to address two remaining steps. Both were given access to all available materials, were asked to examine the Task Force report and advise the President as to the efficacy of the procedures followed. The Council on Educational Policy was asked additionally to examine all responses from affected units to determine whether they presented relevant and significant evidence which might have been overlooked by the Task Force. The Executive Committee was asked additionally to take cognizance of the procedures of the Council and to advise the President on reconciliations of discrepancies if any should emerge. Both bodies reported by March 7. Both endorsed the procedures of the Task Force.

Council on Educational Policy

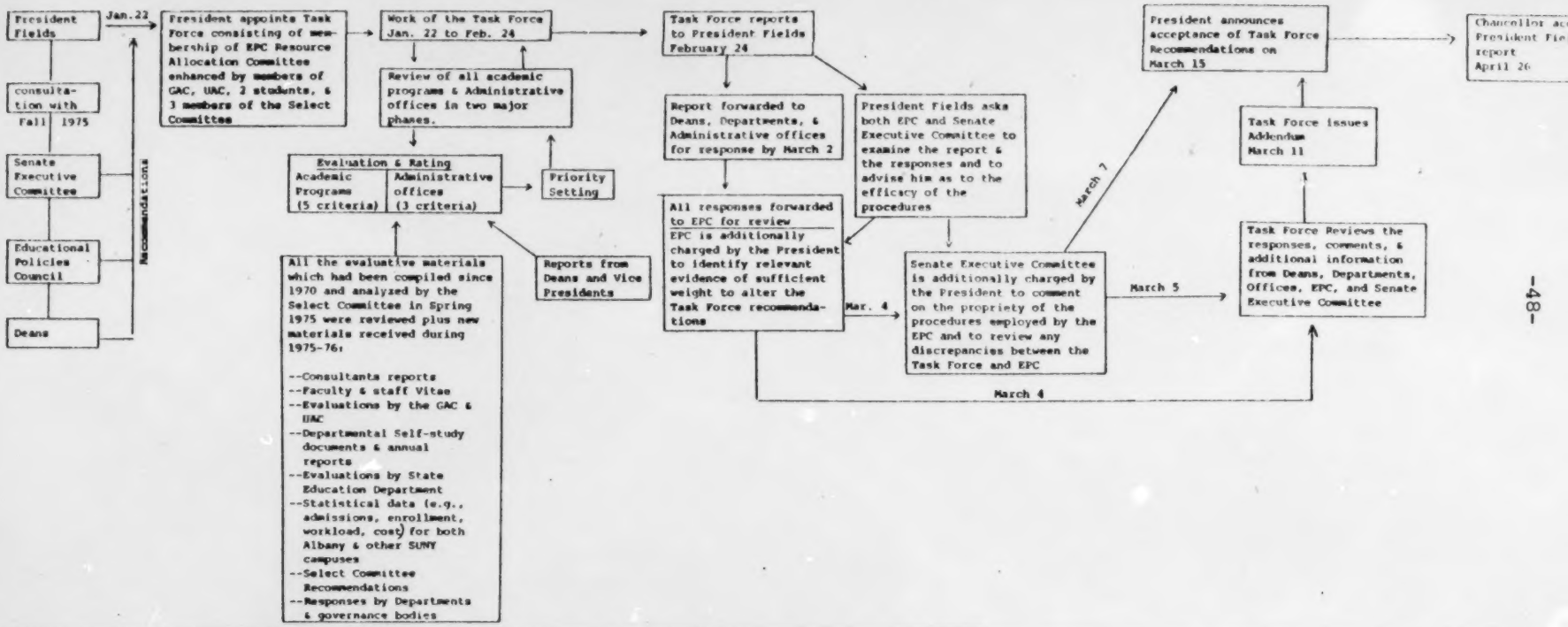
The Council on Educational Policy of the University Senate examined the Report of the President's Task Force on Priorities and Resources and advised President Fields on a number of aspects of the report.

In the 25-page report of the EPC, the conclusions section reads, in part: "We have found relatively few programs in which significant evidence seemed to have been overlooked by the Task Force and we are convinced that the Task Force carried out a difficult task with impartiality and dedication to the concept of a University Center. In general, the EPC considers the criteria and principles adopted by the Task Force to be appropriate given the necessity for immediate consideration of the current and future shape of the University. Although it is understood that neither a fully developed mission statement for the University as a whole nor a plan for public policy and community service was available at the time for their consideration, it is apparent that programs were assessed on the assumption that a formal plan would be forthcoming. Given this, the EPC recommends that insofar as the budgetary necessities permit, any recommended redistribution for 1977-78 and subsequent years be further reviewed in the context of a coherent institutional plan."

Part of the charge to EPC was to review the written responses to the Task Force recommendations submitted by affected units to determine whether the responses "include relevant evidence which was overlooked by the Task Force and, if so, whether the evidence is of sufficient weight to alter any Task Force recommendations." Responses were placed in three categories: those which did not take issues with Task Force recommendations, those where the EPC did not find the evidence to be of sufficient weight to alter Task Force recommendations, and others where EPC considered that evidence presented was sufficient to warrant specific comments.

FIGURE 2

Decision-Making Process of the Task Force and President Fields in 1976


President Fields
Jan. 22
President appoints Task Force consisting of membership of EPC Resource Allocation Committee enhanced by members of GAC, UAC, 2 students, & 3 members of the Select Committee
Work of the Task Force Jan. 22 to Feb. 24
Task Force reports to President Fields February 24
President announces acceptance of Task Force Recommendations on March 15
Chancellor ac
President Fie
report
April 26
consulta-
tion with
Fall 1975
Review of all academic programs & Administrative offices in two major phases.
Report forwarded to Deans, Departments, & Administrative offices for response by March 2
President Fields asks both EPC and Senate Executive Committee to examine the report & the responses and to advise him as to the efficacy of the procedures
Task Force issues Addendum March 11
Senate Executive Committee
Evaluation & Rating
Academic Programs (5 criteria)
Administrative offices (3 criteria)
Priority Setting
All responses forwarded to EPC for review
EPC is additionally charged by the President to identify relevant evidence of sufficient weight to alter the Task Force recommendations
March 7
Task Force Reviews the responses, comments, & additional information from Deans, Departments, Offices, EPC, and Senate Executive Committee
Educational Policies Council
Recommendations
All the evaluative materials which had been compiled since 1970 and analyzed by the Select Committee in Spring 1975 were reviewed plus new materials received during 1975-76:
--Consultants reports
--Faculty & staff Vitae
--Evaluations by the GAC & UAC
--Departmental Self-study documents & annual reports
--Evaluations by State Education Department
--Statistical data (e.g., admissions, enrollment, workload, cost) for both Albany & other SUNY campuses
--Select Committee Recommendations
--Responses by Departments & governance bodies
Reports from Deans and Vice Presidents
Mar. 4
Senate Executive Committee is additionally charged by the President to comment on the propriety of the procedures employed by the EPC and to review any discrepancies between the Task Force and EPC
March 5
Deans
March 4

Executive Committee of the University Senate

In response to a charge from President Fields, the Executive Committee of the University Senate reviewed the procedures employed by the Council on Educational Policy of the Senate and the Presidential Task Force on Priorities and Resources, and reported back, noting in its covering letter that its members "deeply regret the external circumstances which make such reports necessary."

In the report's introduction, the Executive Committee stated it believed that the University's governance system "has performed ably during the crisis period." The 14-member Committee was charged with examining the report of the Task Force to advise the president as to the efficacy of the procedures followed, taking cognizance of the procedures of the EPC in its review of the Task Force Report and making recommendations in case of discrepancies between the Task Force Report and the findings of the Council on Educational Policy.

With regard to the first charge, the committee found that, given the time constraints, the basic procedures followed by the Task Force were reasonable and "believes that the process was impartial." It observed one Task Force Report shortcoming: "Often the summaries of findings on individual units are too brief to explain adequately the recommendations that have been made. A more complete explanation of the use of criteria would have left less room for questions and misunderstanding. The review of EPC did serve as a partial corrective to this shortcoming."

Responding to the second charge, the Executive Committee recognized that the EPC operated under great time constraint and that it believes that EPC's procedures were satisfactory. "Despite the unavoidable fact that there were Task Force members on EPC, there does not seem to have been any compromise of the independence of EPC's review," the report adds. "The Executive Committee is pleased that the President gave the various units of the University an opportunity to reply to the report, and that he chose to entrust the review of the Task Force's work to committees of the University's governance structure. This process diminished the probability of errors in the report being overlooked."

With regard to the third charge, the Executive Committee found discrepancies between the Task Force and those of the Council on Educational Policy "relatively few in number," and expressed the feeling that they "warrant further consideration by the President prior to a final decision." The Executive Committee requested that President Fields give special consideration to the few cases in which "EPC notes that continuation of a program is not necessarily precluded by the cuts mandated by the Task Force Report."

Task Force Addendum

The President looked into the few cases identified by the Council on Educational Policy and asked the Task Force to examine them if it wished. The Task Force re-examined the identified programs in light of the new evidence furnished by departments and the concerns expressed by the EPC and Senate Executive Committee. It issued its response in the form of an Addendum which clarified the points raised and concluded that none were of sufficient weight to reverse the original recommendations.

It will be noted that the Task Force's recommendations were approximately $110,000 short of the dollar amount required in the faculty category and $10,000 less than the required level in the faculty support category. These shortfalls occurred even after the Task Force identified additional faculty lines which must remain unfunded in 1976-77 in order for the University to meet the money cuts mandated in the Executive Budget.

In order to meet these dollar deficits, the Task Force imposed somewhat heavier cuts than mandated in the remaining categories. By combining these savings with funds from temporary service and by anticipating some additional savings through such devices as employing personnel at a somewhat lower rate than budgeted, the $120,000 deficit was met.

PRESIDENT'S DECISIONS

March 15, 1976

As a basis for his decisions, President Fields had at his disposal the Task Force Report, the responses to it, the detailed comments of the Educational Policy Council and the Senate Executive Committee, and the Task Force Addendum. Moreover, the President had taken a number of consultative steps as a part of arriving at his own judgments. These latter steps included periodic meetings with the Task Force, with Vice Presidents and Deans, and with officers of SUNY Central Administration. President Fields completed his analysis and announced his decisions on March 15, 1976.

Citing the transition in which the University found itself, President Fields observed:

> "These remembrances of the larger features of our history shed light on the options which are and are not available in 1976. Gone long since, no more than a memory now, is the option of unlimited expansion. It belongs to an earlier era. Gone, also, is the option of extracting resources more or less evenly from the entire program display of the University, 'trimming out the fat' as some might call it. The grinding inflationary years since 1971 virtually exhausted that option and left, besides, the inequitable legacy of some understaffed programs whose needs cannot be shrugged off however difficult to satisfy. To go further in the 'even-handed' way would sap the vitality of the entire University and threaten us with incapacity to do anything well. A twisted version of this technique would be to let random chance prevail and to meet the immediate need by taking advantage of attrition to do the difficult job. This approach lacks even the virtue of even-handedness, because attrition has only an accidental relationship to program needs and may even, in fact does, fall heavily on programs already understaffed. Can the future of this University be left to chance?
>
> "It may be momentarily tempting to linger over one or another of these customary ways of coping with transition. I think it is clear by now, however, that these approaches are out-moded and bankrupt. We have come to the stage where we must re-examine the unchanged elements of the University's recent past and decide whether these, too, should change as all else has changed.
>
> "There are two unchanged features. Student pressure for admission to most of the University's programs continues to be heavy without predictable surcease. Looked at as a social obligation, it would be extremely unfortunate to reduce enrollments appreciably, because the University exists to serve learning, the learning that students come here to receive.

> "...The other unchanged characteristic of the University is its legacy from the 1960s, its extensive array of program offerings. I think it time to admit, to ourselves and to others, that the University is overextended. We offer more programs than can be sustained with available resources. We must now give up some for the sake of the others. We must contract to a more compact front of program activity. In this selective way we can follow the age-old principle of the greater good for the greater number and continue strong in all that we do."

He also noted that:

> "The Select Committee of last year saw the looming cloud clearly enough and publicly established in this community the principle of selectivity for taking cuts. The principle has been endorsed by all major constituent groups on campus. The Central Office of State University of New York has urged the campuses to manage budget cuts in a selective rather than across-the-board fashion. It is comforting to note that all ages of crisis, at least all crises successfully negotiated, have their precursors who prepare the way. I do say that I believed in the principle of selectivity last year and believe in it even more firmly now."

The President then summarized his plan and his recommendations to the Chancellor:

> "The resulting plan extracts maximum dollar savings with a minimum number of students affected. The current number of majors in all terminating programs is approximately 750, less than 5 percent of the campus total, of which about 250 would be the normal entering group. The principle of the greater good for the greater number is served. Programs being sustained provide for continuing institutional coherence on a more compact front. As befits a University Center, a balance of baccalaureate, master's and doctoral programs is preserved... The programs to be sustained on this campus include 41 at the bachelor's level, 47 at the master's level, 21 at the doctoral level, and eight University certificate programs."

Noting the arrangements for currently enrolled students to complete their programs, the President listed the terminated programs and the reductions in faculty and administration. The positions and dollar amounts are summarized in Tables 6 - 9.

Program Terminations

The degree programs recommended to the Chancellor for termination were the following:

Doctoral Programs (7)
- Classics
- French
- Romance Languages
- Education (consolidation of six doctoral programs into two)

Master's Programs (5)
- Art History
- Comparative Literature
- Italian
- Latin-American Studies
- Speech Pathology and Audiology

Bachelor's Programs (8)
- Art History (B.A. sequence in Art degree to be eliminated, but some courses will continue to be offered for other majors)
- Astronomy
- Comparative Literature
- Environmental Studies (degree program to be discontinued, but selected courses in the area of environmental analysis will continue to be offered by some departments)
- Inter-American Studies
- Italian (degree program to be discontinued, but selected courses will continue to be offered in the Division of Humanities)
- Nursing
- Speech Pathology and Audiology

Reductions in Administration

As the following tables show, administrative savings exceeded the Executive Budget requirement in Public Service, Organized Activities, Student Services, Maintenance and Operation, and General Administration. Two-thirds of all positions eliminated were in administrative and support areas.

The following administrative units were terminated or reorganized on this campus:

- --The Office of Undergraduate Studies was eliminated and its current functions reassigned to other administrative units.
- --The Vocational and Veteran's Counseling Center was eliminated and its responsibilities absorbed by other agencies.
- --The Office of International Programs and the International Student Advisement Office was to be consolidated, resulting in some reduction in staff.
- --The Student Affairs Division, Educational Communications Center, University College, and other areas have undergone internal reorganizations, resulting in staff reductions.
- --Increased automation within Accounting, Budget, Registrar's Office, Student Accounts, and other areas enhanced efficiency and resulted in staff reductions.

The President's recommendations were accepted in their entirety and were changed by future events in only two respects. The Legislature subsequently voted funds sufficient to continue the program in Italian; and it also voted to retrench the International Students' Advisement Office. However, the campus had performed an impressive and difficult act by making coherent programmatic decisions which met the required budgetary reductions and left the campus with some flexibility to reorient itself in such a way as to take better advantage of its location in the largest State Capital.

The President made public his decisions and forwarded them to the Chancellor on March 15, 1976. The decisions were later accepted by the Chancellor and the Board of Trustees. Only one program was recommended for termination but continued. The Legislature adopted special legislation which gave the campus enough funds to continue an undergraduate degree program in Italian.

Some have charged that not enough time was allotted for the preparation and consideration of committee reports and recommendations at SUNY-Albany. The timetable for these procedures was set in 1975 and 1976 for the campus by two external factors: the Executive Budget typically introduced in early January, and the requirement to report budget execution plans (including personnel retrenchments) to the SUNY Chancellor's staff shortly after legislative enactment of the budget around April 1. In this particular case, we were notified in December 1975 that the Governor's Budget would require us to eliminate some positions from the payroll by February 29, 1976, and others later.

The assignments of both the Select Committee and the Task Force were made feasible within the time constraints by the availability of a large reservoir of evaluation reports on SUNY-Albany academic programs. The evaluation and priority-setting activities of the Select Committee in 1975 and the Task Force in 1976 grew out of, and were made possible by, a schedule of rigorous evaluation begun in 1970. In that year the campus' Graduate Academic Council adopted procedures calling for the evaluation of every graduate program on a five-year cycle. These procedures included (1) the submission of a self-study document; (2) the selection of external consultants; (3) a site visit and written assessment by the consultants; (4) an analysis of the program by the Graduate Academic Council and its faculty review committee and their recommendations to the Vice President for Academic Affairs and the President. Similar procedures were mandated by SUNY for all campuses in 1972, and in 1973 the Regent's "Fleming Commission" recommended the state-wide review of all doctoral programs under the sponsorship of the State Education Department. SUNY-Albany's academic programs, research centers, and the administrative offices have now been assessed by ninety-eight separate teams of external consultants. We have gained a wealth of knowledge about ourselves, and we know of no university which has been more thoroughly evaluated.

It is especially misleading to suggest that the Task Force based its decisions upon a six-week review. It had five years worth of external program evaluations, self-study documents, and reviews by the Graduate and Undergraduate Academic Councils. The exhaustive study by the Select Committee had ended barely seven months before and a complete range of quantitative and qualitative data were available.

Table 6

Comparison of Campus Recommendations With
Executive Budget Requirements

	Executive Budget Reductions		Campus Recommendations	
	FTE Positions	Dollars	FTE Positions	Dollars
Instruction and Departmental Research				
Faculty	-27	$-565,200	-31.33	$-459,014
Instructional Support	-28	-359,300	-30	-348,661
Organized Research	-0-	-0-	-0-	-0-
Public Service	- 3	- 41,200	- 3.25	- 57,536
Organized Activities	- 5	- 80,200	- 5	- 90,225
Library	- 4	- 59,000	- 5	- 54,233
Student Services	- 8	-111,500	-12.50	-134,116
Maintenance & Operation (includes Auxiliary Enterprises)	-13	-126,800	-16.63	-132,269
General Administration	-0-	-0-	- 1	- 22,000
General Institutional Services	-0-	-0-	(+2)	(+ 34,854)
TOTALS	-88	-$1,343,200	-102.71	-$1,263,200
Anticipated Savings in Temporary Service				-40,000
Anticipated Savings in Hiring Staff at lower rates				-40,000
	-88	-$1,343,000	-102.71*	-$1,343,200

*Does not include the 30 positions which were eliminated as a part of the base budget reductions imposed prior to the Executive Budget.

Table 6 summarizes the reductions for the State University of New York at Albany called for in the Executive Budget and the recommendations submitted to Chancellor Boyer to effect the reductions.

The Division of the Budget specified the number of positions and dollars to be reduced in each category, and the University was allowed only modest flexibility in any deviations from those amounts. As indicated in Table 1, the number of faculty position reductions exceeded the mandate by 4.33, yet the dollars still fell short of the amount required by about $106,000. Although unfunded, these 4.33 positions remained allotted to the campus. The dollar shortfall in the faculty category was partially resolved by imposing heavier cuts than mandated in the administration, but the total of all cuts was still $80,000 less than required. As shown at the bottom of Table 1, this deficit was made up by anticipated savings in temporary service expenditures and by hiring some staff personnel at lower rates than previously budgeted.

Table 7

1976-77 Faculty Position Changes

Department	Change in FTE Faculty
Humanities:	
Art History	-2
Classics	-1
Comparative Literature	-1
English	-4*
Italian	-1
Judaic Studies	-1*
Music	-1
Slavic Studies	-1*
Subtotal	-12
(Note: Two of the above positions were previously reallocated within the Division of Humanities, resulting in permanent positions reductions in Spanish and Theatre.)	
Social and Behavioral Sciences:	
African & Afro-American Studies	-1
Anthropology	-1*
Economics	+1
Geography	-1*
History	+2*
Psychology	+1
Puerto Rican Studies	-1
Subtotal (net)	0
Science & Mathematics:	
Dean's Office	-1
Astronomy	-4.50**
Atmospheric Science	-2
Biology	-1*
Chemistry	-1*
Computer Science	+1
Mathematics	-1
Physics	-1
Subtotal (net)	-10.50
Education:	
Dean's Office	-1
Curriculum & Instruction	-1*
Foundations of Education	-1
Educational Psychology	-1*
Speech Pathology	-1
Subtotal	-5
Library and Information Science	-2*
Nursing	-1
Public Affiars:	
Public Administration	+2
Allen Center	-11.83**
Unallocated	-1

* These positions are loaned (+) or borrowed (-) temporarily and are to be returned. In the case of Library and Information Science, only one of the two position reductions will be available for return.

**Decision made during 1974-75 to terminate this program; the reductions shown represent the number of faculty lines being withdrawn this year to complete the phase-out.

The faculty reductions and reallocations may be summarized as follows:

--To meet the base budget reduction	6.00
--To meet the Executive Budget requirement	31.33
--To redeploy full-time faculty	7.00
--To convert four faculty lines into teaching assistantships	4.00
TOTAL	48.33

Table 7 lists the 1976-77 position changes for each department. The four positions converted to 16 teaching assistantships are not here identified with specific departments. The campus is in desperate need of more assistantships not only to provide support to capable students, but also to enable faculty resources to go further and provide more individual attention to undergraduate students.

The Task Force also made recommendations on position reallocations for 1977-78. These continue to be reviewed in order to assure that the reallocated positions will serve most effectively their intended purposes.

Table 8

1976-77 Instructional Support Position Changes

	Change in FTE Positions	
Affected Units	Non-Teaching Professional Employees	Classified Employees
Dean's Office, Arts & Sciences	-3	-1
Humanities	-0,50	-1
Science and Mathematics	-2.50	-3
Social Sciences	0	-1
Criminal Justice	0	-1
Education	0	-3
Nursing	-2	-1
Public Affairs	0	-2
Social Welfare	0	-1
Allen Center	0	-2
Inter-American Studies	0	-1
Graduate Studies	-3	-2
Redeployment from General Administration -- allocation within Instructional Support to be determined	+1	+3

Table 8 sets forth the position changes in the Instructional Support category. The reductions in Instructional Support were based primarily on estimates of the workload levels which will exist in each unit after the changes in faculty positions have been implemented.

Table 9

1976-77 Administrative and Other Position Changes

Affected Units	Change in FTE Positions: Non-Teaching Professional Employees	Change in FTE Positions: Classified Employees
Organized Activities:		
Physical Education	-2.00*	
Educational Communications Center	-3.00	
Public Service:		
Art Gallery	-0.50	
Speech Center	-2.00	
Continuing Education	-0.25	
Vocational and Veterans Counseling	-0.50	
Library	-3.00*	-2.00
Student Services:		
University College	-2.00	-1.00
Dean's Office	-1.00	
Health Service		-4.50
Student Union		-1.00
Student Life		-1.00
Educational Opportunities Program		-1.00
Registrar's Office		-1.00
Maintenance and Operation: (including Auxiliary Enterprises)		
Administration	-1.00	
Radiation Safety	+1.00	
Custodial		-13.63
Building Maintenance		-1.00
Security		-2.00
General Institutional Services:		
Computing Center	+2.00	+1.00
General Administration:		
President's Office	-1.00	
Campus Planning	-1.00	
Equipment Inventory	+1.00	

*Positions also carry faculty rank.

Table 9 lists administrative and other position changes for 1976-77. As in the earlier lists, Table 9 also shows the positions being redeployed in the form of a "+" by the receiving units.

SPECIFIC PROGRAM RETRENCHMENTS AFFECTING TENURED FACULTY

After employing the criteria consistently across programs and examining each on its own merits, the Task Force found it necessary to recommend the termination of 8 bachelor, 5 master, and 7 doctoral degree programs. In addition 3 administrative offices were recommended for elimination. Tenured personnel were affected in the following academic areas: Astronomy, Art History, Comparative Literature, Business Education, Speech Pathology, and Nursing.

Department of Astronomy and Space Science

The Task Force reported as follows:

"The Ph.D. and M.S. programs of the Astronomy and Space Science Department were terminated in 1975. Retrenchment actions taken last year will result in only one faculty member remaining in the Department beginning in the 1976-77 academic year.

"With these previous decisions as our context, the Task Force analyzed the feasibility of offering the B.S. degree in Astronomy with only the single professor who will remain, supported by other departments in the Division such as Physics and Mathematics. We believe that continuation of the B.S. degree will drain off resources from other departments which could be used more effectively to support other ongoing programs. We do not expect enrollments in the B.S. program in Astronomy to reach a critical mass within acceptable cost effective levels, particularly in the absence of an Astronomy faculty."

Recommendation

"The Task Force recommends that the B.S. program in Astronomy and Space Science be terminated, and that the remaining faculty and support positions assigned to Astronomy be withdrawn in 1977-78."

Neither the Educational Policies Council nor the Task Force found additional evidence of sufficient weight to alter the report, and the President accepted the recommendation.

In its review of the Humanities the Task Force expressed concern about the status of the Division and its programs, and recommended the termination of 3 Ph.D., 3 masters, and 3 bachelors programs. Retrenchment of tenured faculty resulted from the recommendations regarding Art History and Comparative Literature.

Department of Art: Art History

The Task Force reported as follows:

"The Select Committee in 1975 recommended that the Art History M.A. be suspended. It identified the principal problems in this department as inadequate resources, limited student quality and dissension and disorganization within the faculty. The student demand for majors in this program is declining."

Recommendation

"In light of the financial exigencies on this campus, the Task Force concludes that the Art History program must be terminated. It is not feasible to invest the new resources which will be required to develop and sustain a quality department. A small cadre of faculty may be needed to provide instruction for Studio Art majors and others, and the Task Force leaves this judgment to the university administration.

"Termination of the M.A. and the B.A. sequence is recommended with a reduction of faculty in the order of two in 1976-77 and at least two in 1977-78. The need for the retention of any remaining faculty would be decided by the university administration. Appropriate reduction in support personnel and operating resources are also recommended."

EPC Review

The EPC in its report said:

"The Art History program requests that it be allowed to maintain the B.A. sequence, staffed by four faculty lines. Several statements of fact and the basis of the Task Force's recommendations to terminate the B.A. sequence are questioned. These bear on the interpretation of the application of the criteria used by the Task Force to the Art History program. The EPC believes that the points raised are significant enough to warrant consideration before a final decision is made regarding the B.A. sequence and the reduction of faculty recommended for 1977-78."

Task Force Response

The Task Force responded in its addendum that:

"In its response to the Task Force recommendations, the Department of Art History questioned the material available to the Task Force. In the view of the Task Force, few significant changes have occurred since the Select Committee Report of May, 1975, and those recommendations were made in a much different financial context than the decisions which had to be

by the Task Force. What was a justifiable level for a program at that time is not the same today. Unfortunately, because of existing conditions, in the Task Force's judgment the Master of Arts Degree cannot continue. Nor do we believe an adequate justification exists for the continuation of the bachelor's program.

"On the other hand, the Task Force was quite aware that an Art History component serves a variety of needs both on and off this campus. Therefore, it did not recommend the total elimination of Art History; instead, the Task Force suggested the continuance of a small cadre of faculty to provide instruction for Studio Art majors and others. For example, two faculty members in Art History, as part of another department, might be sufficient to maintain the Art History resources which may be necessary for other programs in this University. It specifically left this judgment to the administration.

"As is the case in so many instances, no one can argue that Art History is not an important discipline. The question that the Task Force had to face was: how important was it in comparison to other needs and to what degree? It was the Task Force's judgment, in terms of all the priorities on this campus and the capacity of the present program, that Art History failed to command the kind of priority needed to maintain its B.A. and M.A. sequence."

President Fields accepted the Task Force recommendation.

Department of Comparative and World Literature

The Task Force reported as follows:

"This department's integrative potential for the foreign language and literature departments has been apparent for some time, as observed by last year's Select Committee. However, the department has not been able to provide the leadership necessary to mount such a program. The faculty is of mixed quality, with some of the strongest scholars in the program being members of other departments in the Humanities Division. The extremely low student demand for courses in Comparative Literature raises real questions about the viability of this department."

Recommendation

"In the view of the Task Force, the University could not sustain this department without major attention to reorganization and leadership, a sharp resurgence of student interest and increased expenditures of resources. Such steps are neither feasible or likely. Thus, we recommend the termination of the B.A. and M.A. programs in Comparative Literature, with the reduction of one line in 1976-77 and the remaining 2.17 lines in 1977-78. Secretarial resources should be withdrawn and reallocated elsewhere."

EPC Review

The short EPC statement reads:

"The EPC believes that some of the information on which the Task Force recommendations were based may not have been current. We therefore ask that the recommendations be reviewed in light of the most recent evidence."

Task Force Response

The Task Force responded in its addendum:

"The department has argued that the preservation of Comparative Literature is of central importance to the university, particularly in 'light of the emerging SUNY Ph.D. in comparative literature.' They also criticized the Task Force's assessment of their leadership, faculty quality, and student demand.

"The Task Force believes that speculation about a proposed SUNY Ph.D. in Comparative Literature cannot be persuasive in the immediate situation, when difficult choices have to be made among existing programs. In its assessment of the University's priorities and resources, the Task Force recognized that the present fiscal crisis would make certain decisions necessary now that were not even considered in the past. In applying our criteria, when we found a program with several problem areas, compared to programs which excelled or had fewer problems, such a program became an object of close scrutiny. The Department of Comparative and World Literature has not demonstrated its capacity over time to put together an integrated program for the foreign language and literature departments. Leadership is seen as an important facet of quality; a department which cannot function effectively as a group is not in as strong a position as others. Low enrollments also must be considered. None of these factors taken alone is decisive; the total, relative picture is the key.

"In summary, the Task Force makes no change in its original recommendation that the M.A. and B.A. programs in Comparative and World Literature be terminated."

President Fields accepted the Task Force recommendation.

School of Education - Business Education - Speech Pathology

The Task Force, in its consideration of the School of Education, was aware of the School's efforts to restructure its academic and programmatic organization, and commended the School's efforts to make better use of its resources, and to integrate related academic functions. The reorganization of the School includes: a newly formed Department of Teacher Education which is to have responsibility for all programs, from the undergraduate to the doctoral level, in the field of teacher education; and a newly formed Department of Policy, Programs, and Institutions which will include major components of the existing departments of Educational Administration, Curriculum and Instruction, Educational Communications, and Foundations of Education. The second feature of the reorganization is a consolidation of the six present doctoral programs into two: a school-wide Ph.D. degree and a school-wide Ed.D. degree. These developments in the School of Education resulted from an internal study of school-wide reorganization (the SCORE report) and were consistent with the recommendations of the previous year's Select Committee. The Task Force recommended a review of the results of the reorganization and the use of the resources in 1977-78 and went on to say that:

"At the present time the School of Education (apart from those in physical education) includes about 104 budgeted FTE faculty, 13 percent of the total for the campus. Much to their credit, over two-thirds of the enrollments generated by these faculty are at the graduate level and with a student/faculty ratio of about 14, the school's workload accounts for 35 percent of this campus' graduate enrollment.

"In looking at the future of the University, the Task Force is concerned about the University-wide balance of resources. We came to the reluctant conclusion that 13 percent of this campus' faculty resources is too large a proportion to be placed in any one professional school, and the School of Education must face an over-all reduction in the level of its resources in the next five years. Because of the State's severe financial constraints, the School of Education should concentrate its resources on (1) graduate programs which prepare potential leaders of education, and (2) research and scholarship."

Business Education

The Task Force reported as follows:

"The Task Force recommends the termination of the office practice component of the present Department of Business Education. The function of this component is not consistent with the priorities of this campus. This means the reduction of approximately five lines in 1977-78. The office skills component of the undergraduate program will have to be acquired elsewhere by students."

EPC Review

The EPC in its report said:

"The Task Force's recommendation that the office practice component be terminated has generated considerable confusion by suggesting that the office practice component represents a clearly identifiable and separable function of the department. The response from the department indicates that this suggestion does not coincide with the realities of the situation. A crucial issue, to which the response of the Dean of the School of Education also refers, remains unresolved, namely: Would the program in Business Education remain viable were the University to implement the Task Force recommendation for a reduction of five lines in 1977-78? Among other things, there is considerable uncertainty about whether an elimination of the office practice component would, in fact, eliminate an equivalent of five faculty lines. The EPC recommends that these issues be resolved before any final decision is reached."

Task Force Response

The Task Force responded in its addendum:

"The information available to the Task Force led it to recommend that 'approximately five lines' be removed from the Department of Business Education in 1977-78. The department has submitted that fewer than five positions

are involved in teaching office skills; the Dean of the School of Education estimates the number as three. The aim of the Task Force recommendation was to cause the removal of skill courses such as typing, shorthand, and machine processing. It is content to allow the administration to determine the precise number of positions constituting the office skills component of the programs of the Department of Business Education."

The President accepted the Task Force recommendation and removed three lines from the department in 1977.

Speech Pathology and Audiology

The Task Force reported as follows:

"Programs in Speech Pathology and Audiology address themselves to important social needs and a program in this field which operates at a high level of research and scholarship is appropriately placed in a University Center. However, last year's Select Committee raised questions about the quality and viability of the graduate program and recommended conditional continuance. The recent external evaluation indicated that continuation of the existing programs would require a revamping of the curriculum, the building of a research component, upgrading of personnel, and more cooperation among members of the department. Moreover, the consultants' report stresses that the appropriate preparation for speech pathologists is at the graduate level, and they raise serious questions about the viability of the undergraduate program at Albany.

"Any clinical program is costly relative to others. To bring the present bachelor's and master's programs to the scope and quality required would necessitate the infusion of additional resources which are not available now and are unlikely to be available in the next several years. Regarding other Speech Pathology programs in New York State, there are approximately four such programs in SUNY and two in private colleges Upstate (including the one locally at St. Rose), in addition to the seven or eight programs Downstate.

"Therefore, we recommend the termination of the bachelor's and master's programs in Speech Pathology and Audiology. Over the next three or four years the faculty in this area should be retrenched beginning with the removal of one line in 1976-77, about two lines in 1977-78, and additional lines in future years consistent with commitments to current students."

Neither the Educational Policies Council nor the Executive Committee found additional evidence of sufficient weight to alter the report, and the President accepted the recommendation.

School of Nursing

The Task Force reported as follows:

"The School of Nursing at Albany, which opened in 1967, is now at a critical crossroad concerning its future direction in the University Center. The School currently offers a B.S. degree program which enrolls high quality students and has an excellent placement record.

"The Select Committee last year when reviewing this program stated that the School of Nursing should be expanded to the master's level, since 'a program of this kind in a university center appropriately includes a graduate component." The need for a master's program arises from the shortage of nursing personnel who have the necessary educational background to provide leadership in health planning and administrative areas.

"As a result of the Select Committee's recommendations, a committee of nationally distinguished experts in nursing and health care reviewed the feasibility of the establishment of a master's program in Nursing. At their initial meeting in November, the outside consultants recognized that the role and direction of nursing education must be viewed within the context of the University Center, particularly in light of current fiscal constraints. They noted that Nursing is one of the most expensive undergraduate programs at the University, placing the cost close to that of doctoral level instruction in other university programs. The State does not fund the program according to a special liberal formula presently applied to other health science programs in the SUNY system.

"The outside consultants also expressed the belief that if the University continued to offer the Nursing program, the program should be one of distinction and uniqueness, and that the development of such a program might well require modifications in the character, mission and operational functions of the present School of Nursing.

"The Task Force when reviewing the program concluded that a master's program must be developed if the School is to continue at Albany. Financial support for such a program from outside sources cannot be depended upon and even if available would be contingent on maintenance of the high cost undergraduate program. Even the maintenance of the undergraduate program would require better physical facilities which would necessitate allocation of additional resources, and the addition of a master's program would require upgrading of the faculty as well as new financial commitments. Given the current and future anticipated fiscal restraints and the necessity for making hard choices among competing priorities, the Task Force believes that the University cannot commit the substantial additional resources to the School of Nursing which would be needed to maintain the undergraduate program and to develop a master's program.

"The Task Force was acutely conscious of the significant social need that is being met by the School of Nursing. Before reaching any conclusion, we considered the needs of our region, gathered relevant information about the availability of training programs for nursing personnel, and tried to assess the possible future demand for nursing professionals. There are now several programs in this region which prepare nurses and which have the capacity for further expansion. Both Russell Sage College and Skidmore College offer the BA in nursing and the Albany Medical Center has a developing program as well as the authority to offer the MA in nursing. In addition, there are other nursing programs in the SUNY system, at SUNY Binghamton, Buffalo, and Stony Brook."

Recommendation

"The Task Force therefore reluctantly recommends that the undergraduate program in Nursing be terminated. The program should be phased out over a four-year period ending in 1979-80, in order to fulfill the University's commitment to students currently enrolled. To begin the phasing out of the program, the Task Force recommends the reduction of one faculty line in 1976-77 and about three lines in 1977-78. In addition, two lines for professional support staff and one line for secretarial assistance should be withdrawn in 1976-77. Reductions in future years should be consistent with the University's commitment to current students. The Task Force deeply regrets that this high quality program could not be maintained because of the reduced resources allocated to the University."

EPC Review

The EPC in its report said:

"The critical issues in the Task Force recommendation are the cost of the current program and the problem of funding a graduate program in Nursing. According to Institutional Research, the School of Nursing ranks 17th in expense, not 21st as their response says. Only two undergraduate programs are among the 16 more expensive; the remainder are graduate. Further, a master's degree, essential for a nursing program in the University, would inevitably increase the cost. There is no new material that contradicts the Task Force recommendation, which the EPC notes was arrived at reluctantly and based on financial stringencies. The EPC also notes that the time of phasing out the school may be misinterpreted in the Task Force report. The last class should graduate in May, 1979."

Task Force Response

The Task Force responded in its addendum that:

"The EPC report points out a discrepancy in the Task Force report regarding the year the School of Nursing is to be phased out.

"The Task Force recognizes an error in its report. The correct year for completion of the phasing out of the School is 1978-79, i.e., the last class should graduate in May 1979."

The President accepted the Task Force recommendation.

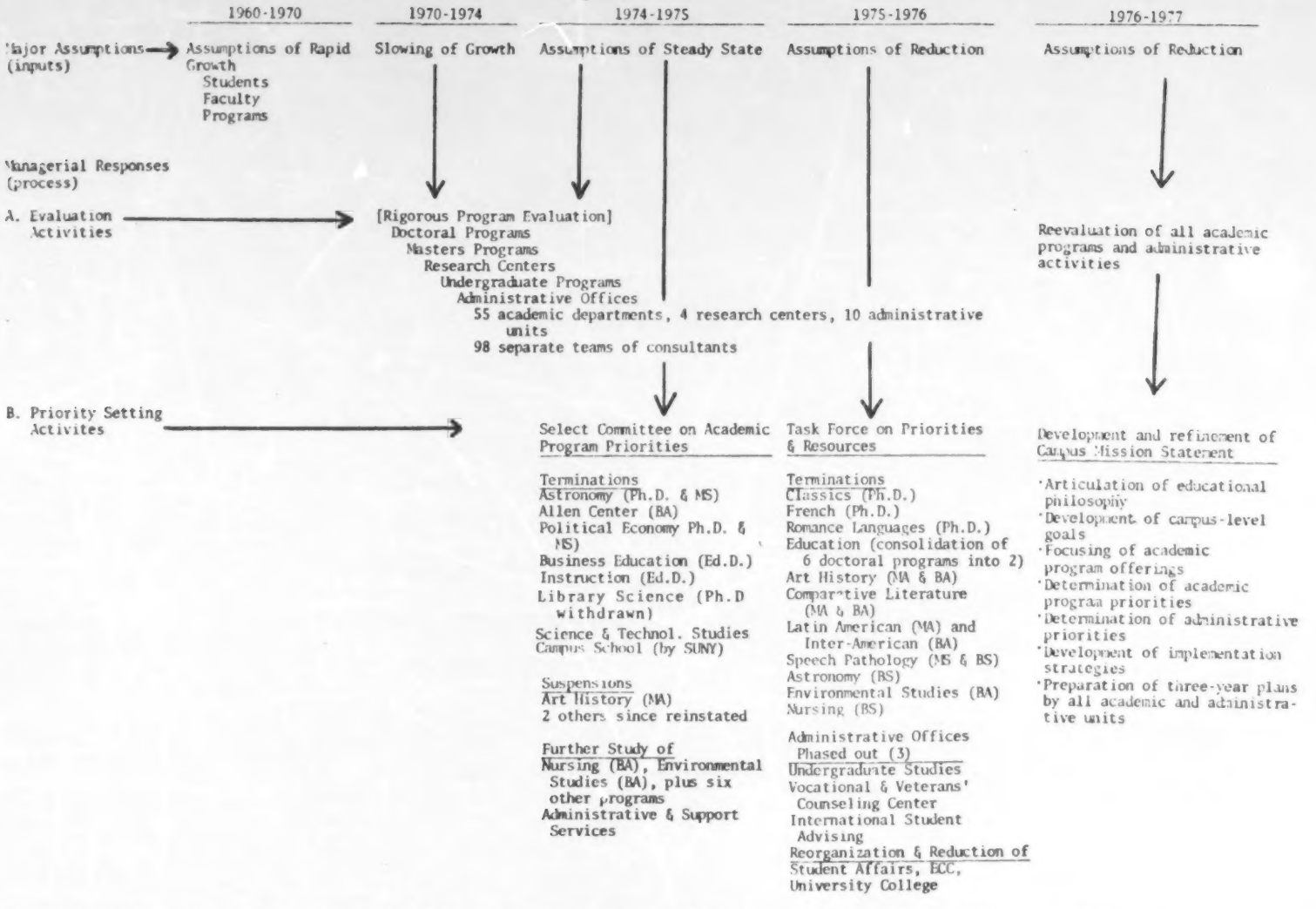
CONCLUSION

As noted in the beginning of this document, the University at Albany has moved from a period of expansion and rapid growth (the 1960s), through a period of reduced enrollment growth and steady-state resources (1970-75), and into a period of reduced resources and retrenchment. In the face of anguish and difficulty, the campus has attempted to respond to its environment with a keen awareness of its public responsibilities and obligations as an educational institution. Our great and common task is to preserve the inheritances of our past, to take stock of the present condition of the University, and to reshape it wholesomely for the future.

Figure 3 summarizes Albany's response to this changing environment. Many have wondered how the campus could possibly have done so much under such heavy constraints of time. It is important to recognize that the work of the Select Committee and the Task Force began a great deal earlier in individual acts of assessment. While those who participated in these acts of assessment did not foresee the events for which they prepared us, having performed the acts, they prepared us well.

Under the leadership of Emmett Fields the campus moved quite consciously into a planning model which shapes and guides the unfolding mission of the campus. By his actions during his first months on the campus and by his charge to the Task Force, President Fields ensured that the programmatic decisions were placed within a long-term planning context. The development and refinement of the Campus Mission Statement during 1976-77 points our way and gives the University a stronger system for managing its future.

Figure 3


1960-1970
1970-1974
1974-1975
1975-1976
1976-1977
Major Assumptions (inputs)
Assumptions of Rapid Growth
Students
Faculty
Programs
Slowing of Growth
Assumptions of Steady State
Assumptions of Reduction
Assumptions of Reduction
Managerial Responses (process)
A. Evaluation Activities
[Rigorous Program Evaluation]
Doctoral Programs
Masters Programs
Research Centers
Undergraduate Programs
Administrative Offices
55 academic departments, 4 research centers, 10 administrative units
98 separate teams of consultants
Reevaluation of all academic programs and administrative activities
B. Priority Setting Activites
Select Committee on Academic Program Priorities
Terminations
Astronomy (Ph.D. & MS)
Allen Center (BA)
Political Economy Ph.D. & MS)
Business Education (Ed.D.)
Instruction (Ed.D.)
Library Science (Ph.D withdrawn)
Science & Technol. Studies
Campus School (by SUNY)
Suspensions
Art History (MA)
2 others since reinstated
Further Study of
Nursing (BA), Environmental Studies (BA), plus six other programs
Administrative & Support Services
Task Force on Priorities & Resources
Terminations
Classics (Ph.D.)
French (Ph.D.)
Romance Languages (Ph.D.)
Education (consolidation of 6 doctoral programs into 2)
Art History (MA & BA)
Comparative Literature (MA & BA)
Latin American (MA) and Inter-American (BA)
Speech Pathology (MS & BS)
Astronomy (BS)
Environmental Studies (BA)
Nursing (BS)
Administrative Offices
Phased out (3)
Undergraduate Studies
Vocational & Veterans' Counseling Center
International Student Advising
Reorganization & Reduction of
Student Affairs, ECC, University College
Development and refinement of Campus Mission Statement
·Articulation of educational philosophy
·Development of campus-level goals
·Focusing of academic program offerings
·Determination of academic program priorities
·Determination of administrative priorities
·Development of implementation strategies
·Preparation of three-year plans by all academic and administrative units
Program and Budget outcomes
Enrollment growth from 2,800 to 11,600 FTE students
Enrollment growth from 11,600 to 12,700 FTE students
Slight increase in enrollments
Slight increase in enrollments
Steady-state in enrollments
Expansion to broad range of undergraduate, masters, and doctoral programs
11 new academic programs introduced
Eight programs eliminated
18 programs eliminated
Resource reallocation -- 25 programs targeted as priorities
Faculty growth from 180 to 733 FTE
2 faculty positions eliminated
57 faculty and administrative positions eliminated for 1975-76
103 faculty and administrative positions eliminated for 1976-77
70 positions eliminated for 1977-78

APPENDIX

Summary of Significant External Events Affecting the Albany Campus

1970 to 1974

Commitments to 1968 Master Plan goals not met in several successive budgets. Construction plans dissolved.

1972 Master Plan lowered and stretched out prior enrollment targets.

State Education Department evaluations began and History Ph.D. ordered closed in 1974.

New UUP contract July 1, 1974, provides terms for retrenchment.

State's fiscal situation worsens.

Fall 1974 feedback from SUNY and Division of the Budget indicated that budget cuts were in store for 1975-76.

January to June 1975

1975-76 Executive Budget provided for reductions on the Albany campus of $409,000, including 18 positions, 5 of which were faculty.

1975-76 Legislative Budget additionally cut $804,000 from the Albany campus, including 22 positions, 13 of which were faculty.

In Spring 1975 came informal word that additional cuts were coming and in late May the Governor directed the Division of the Budget to reduce SUNY's base by $10 million for 1976-77 with additional reductions to be mandated later. Albany's share of the cut was $450,000, including 30 positions, 6 of which were faculty.

The Legislature's Supplemental Budget for 1975-76 restored $211,000 (including 13 faculty lines) of the total cut of $1,213,000 for the Albany campus.

Chancellor and Board of Trustees became concerned because, after years of enduring fairly even-handed, across-the-board cuts, the quality of some programs was starting to erode, especially those whose development had been arrested mid-way toward completion.

--May 28, 1975, Board directs Chancellor to implement a campus-by-campus review and to establish the Commission on University Purposes and Priorities.

--The Chancellor on June 1 asked campus Presidents to examine all degree programs with appropriate consultation and to identify those for continuance or strengthening and those to be reduced or phased out in the face of resource limitation.

--On June 26 Chancellor indicated that the campus Presidents were his designees for purposes of retrenchment under Article 35.

July 1975 to June 1976

In the SUNY budget hearings (summer 1975) and Division of the Budget hearings (fall 1975) campuses were asked to identify the programmatic actions being taken to reduce expenditures.

The "Initial Report of the Commission on University Purposes and Priorities" was issued in September 1975.

In October the Trustees issued: (a) a moratorium on new building requests for 1976-77, (b) a freeze on enrollment at most campuses and modifications of enrollment at others, and (c) guidelines for the review of undergraduate as well as graduate academic programs.

In December 1975, the Governor imposed a 3% reduction in all State agencies by February 29, 1976. In January, the Executive Budget reduced the Albany campus by 98 positions, including 27 faculty.

On January 23, 1976, SUNY requested names of those to be removed from budget by February 29, 1976, and by August 31, 1976, to meet requirements of a $10 million base budget reduction and Executive Budget reductions for 1976-77. All program changes were to be decided by April 1.

The 1976-77 Legislative appropriation for SUNY reduced the Albany campus by another three positions.

Commissioner Nyquist informed the campus that the Ph.D. program in English would not be re-registered.

The Chancellor and the Board of Trustees (a) initiated litigation against the Commissioner and the Regents concerning the Ph.D. programs in History and English at Albany and (b) accepted President Fields developmental plans for those two departments.

The Chancellor on April 26, 1976, accepted President Fields recommendations on the 20 programs to be terminated and the 103 campus positions to be eliminated (including 31 teaching faculty) for 1976-77.

On June 23 the Board of Trustees endorsed the Chancellor's actions regarding the program retrenchments at Albany.

The Legislature passed the Supplemental Budget which restored the Italian program to the Albany campus.

The Commission on University Purposes and Priorities made a recommendation which led to a SUNY request that each campus complete a Statement of Mission.